



Pacific  
Community  
Communauté  
du Pacifique

# QUALITY ASSURANCE IN HIGHER EDUCATION AND TRAINING IN PACIFIC ISLAND COUNTRIES AND TERRITORIES

## DELIVERY OF REGIONAL QUALIFICATIONS – A TOOLKIT

Educational Quality and Assessment Programme:  
Pacific Community





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## List of abbreviations

<b>EQAP</b>	Educational Quality and Assessment Programme
<b>FJD</b>	Fijian dollar
<b>HOD</b>	Head of department
<b>PQF</b>	Pacific Qualifications Framework
<b>RPL</b>	Recognition of prior learning
<b>RCC</b>	Recognition of current competence

# SECTION 1: Introduction

This toolkit presents guidelines on applying for approval to deliver, and delivering, regional qualifications. It also provides information on the evaluation of delivery and validation of assessment of a regional qualification.

**(a) Applying for approval to deliver, and delivering, a regional qualification**

The toolkit will assist in filling the ‘application for approval to deliver’ form, and identifying systems, procedures and processes that might need to be developed to ensure the institution can deliver a regional qualification.

**(b) Evaluation of delivery and validation of assessment of the qualification**

The toolkit provides guidelines on the evaluation of delivery and validation of assessment. It also includes examples of tools that can assist an institution to develop its own mechanisms.

In this document, the term ‘institution’ includes any type of organisation that intends to apply to deliver, and delivering, a regional qualification.

## 1.1 How to use this toolkit

### 1.1.1 Applying for approval to deliver, and delivering, a regional qualification

The structure and design of Section 2 of the toolkit is aligned to the format of the ‘application for approval to deliver’ form and the criteria and requirements for delivery of regional qualifications. When compiling an application for approval to deliver a regional qualification, or when applying the criteria for delivery of a regional qualification, it is highly recommended that an institution or organisation refers to this toolkit.

The attachments included in the toolkit provide examples of policies and procedures that an institution may need to have in place to facilitate and support the quality delivery and assessment of a regional qualification. The examples are generic and are to be used for reference only. Institutions will need to develop and contextualise their own policies and procedures to address their specific situations.

### 1.1.2 Evaluation of delivery and validation of assessment of a regional qualification

To ensure the delivery and assessment of the qualification is carried out effectively and according to requirements, an external evaluator will carry out a validation process. Section 3 of the toolkit provides brief guidelines on the evaluation and validation processes, and institutions are encouraged to refer to this section when preparing for the evaluation of their training delivery and validation of assessment of a regional qualification.

## 1.2 What does the toolkit include?

### 1.2.1 Guidelines on filling in the ‘application to deliver a regional qualification’ form

For each section of the application form, a brief explanation is provided to clarify the requirements and help the reader to understand the kind of information that needs to be submitted to support the application.

**Sample policies and procedures**

These are provided as appendices for reference purposes, to show how policies and procedures may be written. There are various ways in which policies and procedures may be written, and the samples can be adapted and contextualised to suit different situations.

**Sample application for approval to deliver a regional qualification**

This is provided to show how an application may be written and to assist in understanding what and how information may be presented to address the requirements stipulated in the application form.

**1.2.2 Guidelines on the evaluation of training delivery and validation of assessment**

The evaluation of training delivery focuses on the processes in place to evaluate the effective delivery of the training programme. These processes are key sources of information that provide indicators of potential areas for improvement.

The validation of assessment does not involve extensive evaluation but focuses on determining the effectiveness of assessment of the qualification to ensure the learning outcomes are achieved.

**Evaluation of training report template****Validation report template**

These are provided to show outcomes expected to be achieved by an institution in the effective delivery and assessment of a regional qualification. Since different institutions will be delivering the same qualification, it is critical to ensure the quality of delivery and assessment is comparable (and ideally the same) across institutions.



## SECTION 2: Applying for approval to deliver a regional qualification

### 2.1 Who can apply to deliver a regional qualification?

#### (a) An accredited institution

This is an institution that has been accredited by a national accrediting agency or qualification body within the country and has met the standards required to operate.

#### (b) A non-accredited institution

A non-accredited institution is one that has not been quality assured by an accrediting agency, either national or external.

An institution in a country that does not have a national accrediting or qualification body may apply for approval to deliver a regional qualification.

### 2.2 To whom should the application be made?

The Educational Quality and Assessment Programme (EQAP) is the agency responsible for quality assurance in education and training at the regional level, and may receive the application and carry out the accreditation process.

For institutions that have been accredited by a national accreditation agency, EQAP will coordinate with the national agency on the logistics of making and processing applications to deliver regional qualifications. For non-accredited institutions, EQAP will facilitate the accreditation process.

### 2.3 Filling in the application form

The application to deliver a regional qualification form is divided into four parts. An accredited institution should fill in Parts A, C and D, and non-accredited institutions should fill in all parts of the application form.

**Part A:** details about the institution

**Part B:** details about the establishment of the institution

**Part C:** details about the qualification that the institution intends to deliver

**Part D:** criteria for qualification delivery.

Each part of the application form is discussed below with the relevant section of the form included for reference.

#### Part A: Details about the institution

##### A.1 Name and contact details

To ensure correct and valid information about the institution is recorded, full and accurate details are required. It is also important that the accrediting agency is notified of any change in this information.

Name of Institution/Organisation	
Business Name(s)	
Postal Address	
Business Address	
Contact Numbers	Tel:                      Mob:
Web Address (if any)	
Email Address (organisation)	

If the name of the institution is different from the business name of the institution, then both must be clearly provided, together with the postal and business address (if they are not the same) and the contact details.

### A.2 Authorised contact person

This is the person to whom all enquiries and communication regarding the programme and the institution will be directed. This person will have been formally appointed by the institution to be the contact person.

Name	
Position	
Postal Address	
Contact Numbers	Tel:  Mobile:
Email Address	

Should the official contact person change for whatever reason, details of the new contact person should be communicated to the accrediting agency.

### A.3 Accreditation status

For an institution that has already received accreditation from an accrediting agency, a copy of the accreditation certificate must be attached with the application form. A sample 'institutional accreditation certificate' is attached for reference (Appendix 1).

Is the organisation/institution accredited/registered as a training institution in its home country by the national accrediting agency?

☐ Yes      ☐ No

If yes, provide the following information pertaining to its accreditation and proceed to Section C:

Accreditation/Registration Number	
Name of Acc/Reg Agency	
Period of Accreditation/Registration	
Conditions of Accreditation / Registration (if any)	

It is the responsibility of the institution to inform EQAP if there is a change in its accreditation status and documental evidence must be provided to substantiate the change.

### In summary

When applying to deliver a regional qualification, an institution is expected to meet the following criteria:

- It has valid contact details and a physical address.
- It has been accredited as a training institution by a recognised accrediting agency and its accreditation is valid for the duration of delivery of the qualification (or, as noted above, if the relevant country does not have a national accrediting or qualification body, a non-accredited institution may apply).
- The conditions of its accreditation, if any, will not have an impact on the delivery of the qualification.

## Part B: Institution establishment details

(Only non-accredited institutions should fill in this part of the application form.)

### B.1 Institution details

The institution must provide evidence of its legal status and establishment. This may be through a legal instrument such as an Act of Parliament, regulation, or formal recognition by a government agency or ministry such as the Ministry or Department of Education. A sample of a legal registration certificate is attached for reference (Appendix 2).

Date of Establishment	
Legal Registration Details	Nature of Registration: Registration Number:
Core Business	
Vision	
Mission	
Goals	
Owners / Directors of Organisation	

If there is a change in the legal status of the institution, then this must be communicated to EQAP.

### B.2 Institution history

This section should provide background information that indicates the nature and status of business engaged in and how it is aligned to the field of the programme/qualification being offered.

Describe briefly the institution's / organisation's history, including information on any training that it has provided or is providing.


### B.3 Institution strategic plan

If the institution has a strategic plan or business plan, it should highlight the priority areas and indicate how the programme fits into the overall current and future education and training plans of the organisation.

Does the institution/organisation have a strategic plan that has outputs and goals on education or training?

☐ Yes ☐ No

If yes, list outputs and goals on education and training provision.


### B.4 Institution training department

If the institution has a training department, this should facilitate capacity building and support for the efficient and timely delivery of the programme.

Does the institution/organisation have a training department/ division?

☐ Yes ☐ No

If Yes, provide the following information about the department/ division and its head.

Name of Department	
Name of Head of Department (HOD)	
Academic Qualifications of HOD	

A sample organisation chart is attached for reference to show where a training department might fit in the structure of an organisation (Appendix 3).

### B.5 Quality assurance of the delivery of the qualification

Institutions need to ensure the qualification is delivered according to plan to enable students to achieve the learning outcomes. Institutions need to have a process in place to gauge the quality of delivery of the qualification.

Explain the arrangements (including structures and processes) to quality assure the delivery of the qualification by the institution/organisation.


### B.6 Financial capability and viability to sustain quality delivery

Any institution or organisation delivering educational and training services must be able to prove its financial capability to sustain the delivery of a programme to its completion.

Does the institution/organisation have the financial capacity and viability to sustain quality delivery of the qualification?

☐ Yes ☐ No

If yes, provide information of the sources and level of funding (including amounts of fees charged, if applicable).


If the institution is supported by a government grant or other source then this must be clearly stated. A sample financial viability report is attached for reference (Appendix 4).

### B.7 Procedures for refunds, raising grievances and review of decisions

Institutions must ensure provisions are in place to allow for refund of fees, raising and addressing of student and staff grievances, and review of decisions where there may be valid grounds for this. A sample grievance procedure is attached for reference (Appendix 5).

Does the institution/organisation have arrangements and procedures for the following:

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| a) Students seeking refunds   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b) Raising grievances   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c) Seeking review of the decisions made by the provider on training delivery, assessment and other associated processes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Training delivery, assessment and other associated processes

If yes, provide details on the procedures and conditions for making and processing applications.


Details need to specify the circumstances and conditions under which a refund is allowed, and the grounds for which grievances will be addressed and the process that will be followed.

### B.8 Dissemination of information

An institution must have proper procedures for the dissemination of important information such as features of the qualification, admission criteria and requirements, selection and recruitment, as well as information on learners' progress and achievements.

Does the institution/organisation disseminate information on: the features of the qualification; admission criteria and requirements; processes and procedures on selection and recruitment; and learner progress and achievement?

☐ Yes ☐ No

If yes, explain how it is done.


### B.9 Collection and management of student data

For an educational or training institution the proper collection, storage and management of student data is critical. Properly documented procedures and processes must be in place to ensure the effective and timely storage, management, retrieval and use of data.

What mechanism are there for the collection and management of student data? Comment on the nature of data collected and the means for storage.


### B.10 Transitory arrangements

To provide for any unforeseen situations where a programme can no longer be offered, for example if an institution has to close down for legal reasons such as non-compliance with regulatory authorities, transitory arrangement must be in place to ensure students can continue and complete their programme or move to another institution.

What transitory arrangements are in place to safeguard the interests of learners should there be a winding up of the training programme or the institution/organisation?


It is important that the arrangement or plan be formally documented to indicate the institution's commitment and obligatory responsibility to its students.

### In summary

For a non-accredited institution, it is expected that it is well established and has the necessary systems, structures, processes and provisions to ensure the sound delivery of the qualification and other associated services. In order to achieve this, the following conditions must be met.

- The organisation is legally constituted and recognised under a law of the country or equivalent.
- The organisation has clear vision and mission statements and goals.
- Information on the owners/directors of the organisation is available.
- The history of the organisation is clearly documented.
- The historical background shows a reputation in the provision of quality education and training.
- The organisation's strategic plan provides a focus on the quality delivery of education and training services.
- The organisational structure and personnel are suitable for the provision of quality education.
- There are appropriate structures and provisions to quality assure training delivered by the organisation.
- The organisation has the financial capacity to sustain the quality delivery of education and training.
- There are suitable and well-documented provisions for learners to seek review of the decisions made by the organisation on training delivery, assessment and other associated matters, and the processes to resolve disputes are fair and equitable.
- The organisation has the provisions to provide authentic and timely information to learners on admission criteria and requirements, processes and procedures on selection and recruitment, and learner progress and achievement.
- There are credible mechanisms for the collection and management of data on learners.
- There are reasonable and cost-effective arrangements to protect the interests of learners in the case of the winding up of the programme and/or organisation.

## Part C: Qualification details

### C.1 Qualification summary

A summary of the qualification must be provided, indicating the name of the qualification, the subject area, the level of the Pacific Qualifications Framework (PQF) to which the qualification is aligned, and the total number of credits awarded to the qualification.

Provide the following information pertaining to the qualification that you intend to deliver:

Name of Qualification	
Subject Area	
Level	
Credit	

### C.2 Selection and admission requirements

For any educational or training programme, the selection and admission requirements must be clearly stipulated to ensure students have the right background and prerequisite qualifications. If there is provision for recognition of prior learning (RPL) or recognition of current competence (RCC), this must be clearly outlined in the selection and admission criteria with a well-defined process to facilitate the award of RPL/RCC.

Selection and admission requirements (also state co-requisites, prerequisites and entry restrictions if any).


Useful questions to help clarify selection and admission requirements are:

- Who are the likely target learners?
- What level of education or experience should they already have?
- Are they expected to have already completed some training in a specific field?

### C.3 Learning outcomes and levels

Learning outcomes indicate what the students are expected to be able to do or become upon successful completion of the programme or qualification. Learning outcomes should be aligned to a level of the PQF, and will depend on the complexity of the knowledge and skills that will be acquired through the programme.

In the table below, provide information on the learning outcomes and their levels and credits.

Learning Outcomes			
ID No.	Name	Level	Credit

The PQF level descriptors should be consulted to determine the levels of the learning outcomes. The credit value signifies the volume of learning in terms of the duration of time it will take an average learner to achieve the learning outcomes. The PQF level descriptors are provided in Appendix 6.

## In summary

When applying for approval to deliver a regional qualification, an institution must ensure the following.

- Information on the subject area, level and credit of the qualification is provided.
- The entry and selection criteria and requirements (including co-requisite and/or prerequisite requirements) are fair, reasonable and clearly stated.
- Entry restrictions, if any, are clearly stated and are non-discriminatory.
- For each component, information on the learning outcomes is provided, and their level and credit matches with the information on the qualification document.
- The composition of the qualification is in accordance with the packaging rules of the qualification.

## Part D: Criteria for qualification delivery

### D.1 Delivery and learning methods

The delivery and learning methods of an educational programme are often influenced by its content and the knowledge and skills students are expected to gain by the end of the programme.

It is important to ensure that appropriate learning methods are used to facilitate maximum learning.

Teaching and learning approach must be appropriate to meet learning outcomes, and arrangements for any practical and workplace requirements are appropriately negotiated with employers (or organisations) to meet these requirements.

#### 1.1 State the delivery sites(s) and mode(s)

Delivery Site	Delivery Mode	Tick where appropriate
1	Face to Face Distance Blended (combination) Other .....	
2	Face to face Distance Blended (combination) Other .....	

In cases where the qualification is delivered at more than one site, this must be clearly outlined and the delivery mode(s) used at each site clearly stated.

#### 1.2 Are there any practical, field or work-based components undertaken away from the usual delivery site(s)?

If yes, indicate (by putting a tick (✓) if YES or (X) if NO) if the workplace attachment policy makes arrangements/provisions on the following:

Selection of an appropriate workplace	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Selection of a suitably qualified workplace supervisor	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Provision of feedback to learners from workplace supervisors/ assessors	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Clarification of specific roles and responsibilities of learners, workplace supervisors and trainers in the duration of the attachment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Identification of personnel responsible for coordinating, carrying out and reporting assessment, moderation and evaluation of practical work-based components	<input type="checkbox"/> Yes	<input type="checkbox"/> No



Work rotation to enable the learner to be exposed to all aspects of the job ☐ Yes ☐ No

Safety and welfare of learners in the duration of the attachment ☐ Yes ☐ No

*(Comment on cultural, emotional and physical risk management)*

Procedures and processes whereby practical and industry attachments are supported and facilitated are to be clearly defined and documented. A sample workplace attachment policy and procedures is attached (Appendix 7).

## In summary

In the delivery of a regional qualification, it is expected that the delivery modes are adequate and appropriate to ensure the achievement of the learning outcomes. An organisation applying for approval to deliver a regional qualification must ensure the following outcomes are met.

- The delivery mode(s) for each site is (are) stated.
- The delivery and learning methods are appropriate for the nature of the qualification and the learning outcomes.
- The policy and procedures on workplace attachments have reasonable provisions/arrangements for the following (if applicable):
  - selection of an appropriate workplace;
  - selection of a suitably qualified workplace supervisor;
  - provision of feedback to learners from workplace supervisors/assessors;
  - clarification of specific roles and responsibilities of learners, workplace supervisors and trainers for the duration of the attachment;
  - identification of the personnel responsible for coordinating, carrying out and reporting assessment, moderation and evaluation of practical work-based components;
  - job rotation to enable the learner to be exposed to all aspects of the job;
  - safety and welfare of learners for the duration of the attachment.

## D.2 Assessment and moderation

Assessment strategies and tasks provide the mechanism through which students' achievements of the learning outcomes are determined. Various types of assessment tasks may be used depending on what is being assessed and the expected outcomes of the learning process.

*(Assessment schedule and moderation processes should be appropriate for the programmes and its delivery.)*

**2.1 In the template provided in the appendix, provide an assessment plan for each component.**

**2.2 Describe the arrangements on the quality assurance of the following:**

### 2.2.1 Development of assessment strategy, items and tools

*(This refers to the processes applied and the personnel involved in the selection of an assessment strategy and the development, vetting, moderation and approval of assessment items.)*


### 2.2.2 Administration of assessment

(This refers to the selection of personnel involved in the construction of the tests supervision of candidates during the actual test and the scoring of scripts.)


### 2.2.3 Grading and determination of assessment outcomes

(This refers to the processes and personnel involved in (at various levels) the determination of assessment outcomes and results)


To ensure assessment items are relevant and appropriate for measuring achievement of learning outcomes, the institution must have in place a process for development, selection, vetting and reviewing of assessment items.

### 2.3 Indicate if the assessment and Moderation Policy has provision for the following:

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| Pre- and post-assessment meetings with learners   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Re-assessment, special assessments and dealing with impaired performance where learners cannot complete an assessment because of circumstances beyond their control | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Appeals and review of assessment decisions  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

### 2.4 Describe how the learners would be provided with regular feedback on progress and final achievement (comment on the means and frequency of feedback).


### 2.5 Explain the internal and external moderation procedures


Assessment must be carried out according to the assessment plan.

Moderation of assessment is carried out to ensure consistency in assessment where a subject or course may be taught at various sites by different lecturers. Moderation also ensures consistency in how each task is assessed.

To ensure that assessment procedures and methodologies are fair, valid, consistent and appropriate for the stated learning outcomes, institutions should ensure that the following conditions are met.

- An assessment plan is outlined and is practicable in terms of resources, personnel and timeliness.
- Assessment methodologies are stated and are compatible with the nature of the qualification and learning outcomes.
- The assessment tasks are aligned with the learning outcomes.
- The assessment activities are scheduled periodically over the duration of the qualification.
- The volume and weighting of the assessment tasks is appropriate.
- There are reasonable provisions for quality assurance of:

- the development and approval of assessment items and tools;
- the administration of assessment; and
- the grading and determination of assessment outcomes.
- Pre-assessment meetings discuss learner preparation, assessment methodology and assessment requirements.
- Post-assessment meetings discuss learners' achievements and provisions for re-assessment and appeals.
- There is a system for the provision of regular feedback to learners on their progress and final achievements.
- There are provisions for re-assessment, special assessment, dealing with impaired performance and appealing assessment decisions.
- There is a plan for monitoring the delivery of the training.
- There are provisions for trainers and learners to be involved in the periodic evaluation of the qualification.
- There are provisions for the moderation of assessment instruments and marked scripts independently.

A sample assessment plan (Appendix 8) and a sample procedure for assessment and moderation (Appendix 9) are attached for reference.

### D.3 Resources

The availability of sufficient teaching and learning resources is critical to the successful delivery of any training programme. Institutions must ensure these are in place. In situations where resources may not be currently available but will be purchased at a later date, a resource acquisition plan must be in place. A sample resource acquisition plan is attached for reference (Appendix 10).

(Physical, teaching and learning resources should be sufficient for the level of the programme and appropriate to the methods of delivery.)

#### 3.1 What would be the teacher/trainer to learner ratio for the qualification for the stated delivery modes?


Depending on the type of programme/qualification and the delivery mode, the teacher to student ratio will differ. It is important that the right ratio is achieved. In a theory class, the teacher to student ratio may not be as critical as a practical class, where a limit may be set on the number of students.

The institution should state the appropriate teacher to student ratio for the programme and this should be monitored.

#### 3.2 Provide information on the staff who would be involved in the delivery of the qualification.

No.	Name of Staff	Qualification (Professional and Technical)	Experience

Curriculum vitae and certified copies of academic certificates / transcripts of staff must be maintained and available for verification during site visits.

It is critical that staff have the appropriate qualifications and experience to teach the programme. For technical and specialised programmes, staff must have the required industry experience and knowledge of current developments and trends in the field.

**3.3 In the table below provide information on all teaching and learning resources that are available to support the delivery of the qualification.**

No.	Name of Resource	Quantity	Remarks on Condition (Operational /Faulty)

For items not yet purchased but will be purchased subject to approval to deliver the qualification, attach an acquisition plan.

**3.4 What physical facilities, including buildings, furniture, laboratories, etc. does the institution/organisation have to facilitate the delivery of the qualification?**


**3.5 Are the physical facilities compliant with the country's standards for health and safety?**

☐ Yes

☐ No

**3.6 List all support/guidance systems accessible to learners for the qualification.**


Adequate physical resources must be provided for the effective delivery of the programme, and these must comply with national health and safety standards. A sample health and safety certificate is attached for reference (Appendix 11).

## In summary

An institution applying to deliver a regional qualification must ensure the following criteria are met.

- The teacher to learner ratio for the qualification for the stated delivery mode(s) is acceptable.
- There is an adequate number of suitably qualified, trained and/or experienced staff members to deliver the qualification.
- Sufficient teaching and learning resources are available; or there is a detailed and acceptable acquisition plan for the procurement of resources that are required but are not currently available.
- The physical facilities, including buildings, furniture, laboratories etc., are adequate for delivery of the qualification.
- The facilities are compliant with health and safety standards.

## D.4 Completion requirements

This refers to what a student is expected to complete in order to qualify for the award of the qualification.

(Requirements for programme completion should be clear and relevant for the level of the qualification)

**4.1 What are the core course and electives (if any) in the qualification?**


**4.2 State the requirements for the completion of the qualification, including maximum and minimum periods of time (if any), minimum attendance (where necessary) and coursework requirements and progression requirements.**


Should the requirements change, students must be informed and arrangements made to ensure they are not disadvantaged and they are able to complete the programme.

**4.3 State the grading system and structure.**


**4.4 Provide an overview of any progression opportunities or pathways from the proposed qualification to other qualifications.**


Information on any progression opportunities to higher qualifications should be provided to students, specifying the types of qualifications learners could pursue given their regional qualifications. The requirements for programme completion should be clearly defined, documented, and made available to all students taking the programme. An institution delivering regional qualifications must ensure the following.

- The entry and selection criteria and requirements (including co-requisite and/or prerequisite requirements) are fair, reasonable and clearly stated.
- Entry restrictions (if any) and their reasons are clearly stated and are non-discriminatory.
- The requirements on duration, attendance, assessment, progression and any other special requirements are reasonable and are clearly documented.
- The grading system is defined and clearly documented.
- Progression pathways are provided from the proposed qualification to other qualification(s) at the same or other institutions.

**D.5 Monitoring and evaluation**

This refers to the processes and procedures in place to monitor and evaluate the effective delivery and assessment of the programme. Feedback from the monitoring and evaluation process will inform the review of the programme and also provide the opportunity to assess the extent to which the programme is achieving its intended outcomes.

### 5.1 State the strategy (processes, participants, and timing) on the regular monitoring and evaluation of the qualification and its components.


An institution applying for approval to deliver a regional qualification needs to ensure it has a strategy on continuous monitoring and evaluation that is fair, reasonable and ensures the sound conduct of the training and assessment. The following are expected under the strategy.

- The monitoring and evaluation plan shows the timeline and the personnel for the various activities.
- The personnel responsible for monitoring the training delivery and assessment are appropriately qualified.
- There is provision for the active participation of learners in the evaluation of the qualification and its components.

### D.6 Support for qualification delivery

Industry and stakeholder support in the delivery of a qualification is critical in ensuring its continuing importance and relevance. While this may not guarantee the employment of students who undertake the programme, it does indicate recognition and value of the qualification for the industry.

An institution must ensure it has appropriate external support for the delivery of the qualification as follows.

- The application for delivery of the regional qualification is supported by the respective regional and/or national industry or professional association.
- There is documentary evidence of this support.

A sample stakeholder support letter is attached for reference (Appendix 12). To assist in filling an application form, an example of a filled application is also attached (Appendix 13).

## SECTION 3: Evaluation of training delivery and validation of assessment

In this section of the toolkit, guidelines and information on the evaluation of training delivery and the validation of assessment are discussed. It is likely that institutions applying to deliver regional qualifications will already have in place procedures and processes for evaluation of training delivery and validation of assessment. The guidelines provided in this section of the toolkit will assist those who do not have any procedures in place and need basic guidance in the development and application of evaluation and validation tools.

Evaluation of training refers to the process undertaken to examine the effectiveness of the training. Validation of assessment is a quality review process that confirms an institution's assessment system can consistently produce valid assessment judgements. It involves determining whether the assessment tools produce valid, reliable, sufficient, authentic and current evidence to enable reasonable judgements to be made as to whether the learning outcomes have been met<sup>1</sup>.

### 3.1 Evaluation of training delivery

In ensuring that regional qualifications are delivered effectively and participants acquire the knowledge, skills and attitudes required, an institution needs to evaluate the delivery of the training it is providing. In the application for approval to deliver regional qualifications, institutions are expected to develop and implement systems and processes that will facilitate the effective delivery of the qualifications.

The evaluation of training delivery that will be undertaken by an external evaluator (validator) is aimed at verifying that the processes the institution has in place to carry out evaluation of training delivery have been undertaken. Whatever processes or methods an institution uses to evaluate training delivery, it is important that they be clearly documented. Evaluation of training delivery reports must be made available to the external evaluator during the evaluation process. Depending on the quality of evidence provided of the internal evaluation of delivery process, the external evaluator may not need to carry out another evaluation.

The processes discussed below and the sample forms and reports provide guidelines for institutions that need to develop training delivery evaluation mechanisms.

Since each programme is different and may require different delivery methods, a trainer must ensure he/she is able to evaluate if students are learning what they are being taught. A trainer may consider doing the following:

- obtaining frequent feedback on their teaching;
- getting regular insight on student learning;
- soliciting student opinion during the programme;
- assessing the programme at the end.

Evaluation of training delivery may be carried out at three levels:

- student feedback;
- peer review;
- external evaluation.

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1 <https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation>

### 3.1.1 Student feedback: End of programme evaluation

End of programme evaluation is one of the ways an institution can work towards improving the quality of its courses and its students' learning experiences. The primary goal is to provide constructive feedback to instructors on course content and teaching delivery, and student involvement is critical. End of programme evaluation is however just one component of teaching evaluation, representing student feedback on a particular course at a specific point in time, and cannot alone document the full range of responsibilities and accomplishments of a trainer<sup>2</sup>.

End of programme evaluation provides an opportunity for students to reflect on the programme and to provide their feedback on certain aspects of the training, such as:

- programme content and structure;
- delivery methods;
- training activities;
- the instructor;
- course administration;
- training facilities.

Aspects to be evaluated will depend on the purpose of evaluation using the criteria in the evaluation tool. Depending on what the institution requires, the end of programme evaluation may be an institutional process that needs to be undertaken for every course delivered by the institution; or it may be a departmental process undertaken to evaluate delivery of programmes and courses offered by the department. It is important that a process is in place on how and when end of programme evaluation will be undertaken and how the information gathered will be recorded and used.

#### Roles and responsibilities in programme evaluation

- (a) Students:** Students can provide valuable first-hand information on the quality of programme delivery to an institution. Students are expected to provide constructive feedback, focusing on learning and teaching issues, avoiding content of a personal or inappropriate nature. It is important to make the students aware of the evaluation process and when it will be administered.
- (b) Teaching staff:** Individual teaching staff are expected to initiate and oversee the process of their own programme evaluation in line with the institution's expectation. Trainers are expected to assist in ensuring student participation in the evaluation process through active promotion of the system.
- (c) Course or programme coordinator:** The coordinator is responsible for ensuring programme evaluations take place according to the timeframe specified by the institution. The course or programme coordinator may also be responsible for ensuring the recommendations and issues raised from the evaluation are addressed and taken up with management where necessary. The coordinator may also be responsible for providing evidence of course/programme evaluations and the resulting activities and/or improvements to external reviewers.

#### End of programme evaluation tools

There is no standard format for an end of programme evaluation. End of programme evaluation tools can be tailor-made to suit the needs of an institution and to specifically reflect the area(s) the institution wants to focus on. The sample forms below provide guidance for institutions to develop end of programme evaluation tools. The forms differ in structure and content, reflecting different purposes or types of information the institution wishes to collect.

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2 McGill University, Teaching and learning services: [https://www.mcgill.ca/tls/files/tls/course\\_evaluation\\_results\\_interpretation\\_guidelines\\_2.pdf](https://www.mcgill.ca/tls/files/tls/course_evaluation_results_interpretation_guidelines_2.pdf)



## Samples of end of programme evaluation forms

### **SAMPLE 1**

#### **TRAINER/INSTRUCTOR EVALUATION FORM**

To be filled by the students

Course title/Unit number: \_\_\_\_\_  
 Name of trainer/instructor: \_\_\_\_\_  
 Department: \_\_\_\_\_  
 Semester/Year: \_\_\_\_\_

Use the scale to answer the questions below and make comments

**1 – Strongly disagree, 2 – Disagree, 3 – Somewhat agree, 4 – Agree, 5 – Strongly agree**

A	The instructor is prepared for each class	1	2	3	4	5
B	The instructor demonstrates knowledge of the subject	1	2	3	4	5
C	The instructor has completed the whole course	1	2	3	4	5
D	The instructor provides additional material apart from the textbook	1	2	3	4	5
E	The instructor gives citations regarding current situations with reference to local context	1	2	3	4	5
F	The instructor communicates the subject matter effectively	1	2	3	4	5
G	The instructor shows respect towards students and encourages class participation	1	2	3	4	5
H	The instructor maintains an environment that is conducive to learning	1	2	3	4	5
I	The instructor arrives on time	1	2	3	4	5
J	The instructor leaves class on time	1	2	3	4	5
K	The instructor is fair in examination	1	2	3	4	5

**Comments:**

**SAMPLE 2**

**COURSE EVALUATION FORM**

Course/Unit name: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please answer the following questions where applicable to your course and tick the option that best represents your response.

1. Course/Unit content and structure					
		Strongly agree	Agree	Disagree	Strongly disagree
1.1	Course learning outcomes were clearly stated				
1.2	I understood the contents of the course				
1.3	The course sequence was easy to follow				
1.4	Sufficient time was allowed for each topic				
1.5	The training had a good mix of theory and practical				
2. Delivery methods					
2.1	The electronic media used in the training assisted to better my learning and understanding				
2.2	The delivery methods were suitable for the training				
2.3	The delivery methods assisted my learning and understanding				
2.4	The methods used by the trainer made the content clear and easy to understand				
3. Training activities					
3.1	The group activities encouraged my participation				
3.2	The activities increased my learning				
3.3	There were sufficient activities that provided opportunities for increased learning				
3.4	The method of assessment was a fair test of my skills and knowledge				

Would you recommend the programme to someone else and why? Yes      No

\_\_\_\_\_

**SAMPLE 3**

**COURSE EVALUATION FORM**

**Course/Unit title:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course/Unit offering**

Please circle the appropriate box

	Below expectation		Average		Above average
1. Course content met your needs	1	2	3	4	5
2. Matched description in course guide	1	2	3	4	5
3. Pace of the class	1	2	3	4	5
4. Textbook/materials/handouts	1	2	3	4	5
5. Class location and equipment	1	2	3	4	5

Comments? (Please elaborate) \_\_\_\_\_  
\_\_\_\_\_

**The instructor**

Please circle the appropriate box

	Below expectation		Average		Above average
1. Knowledge of the subject	1	2	3	4	5
2. Preparation for each class	1	2	3	4	5
3. Communicated material effectively	1	2	3	4	5
4. Responded well to students' questions	1	2	3	4	5
5. Established positive rapport with students	1	2	3	4	5

Comments? (Please elaborate) \_\_\_\_\_  
\_\_\_\_\_

**Additional questions**

What did you find was the most valuable part of the course	
Do you have any suggestions on how we could improve this course?	
Other comments?	

### Collating and using end of programme evaluation data

Data captured from an end of programme evaluation can be used to improve the delivery of the programme. Responses to the evaluation questions may be summarised to provide an overview and an indication of the aspects of the training that need changing. Some changes may need more time and resources while other changes may be easy to implement and could be effected immediately.

Below is the summary evaluation form for Sample 2 above. Consolidating the responses should provide an indication of potential areas for improvement that have been highlighted from the evaluation. These can be included in the course improvement plan together with other issues that have been highlighted through other evaluation tools.

<b>SUMMARY OF COURSE EVALUATION</b>					
Course/Unit name: _____					
Instructor: _____					
<b>1. Course/Unit content and structure</b>					
		Number (percentage) of responses			
		Strongly agree	Agree	Disagree	Strongly disagree
1.1	Course learning outcomes were clearly stated				
1.2	I understood the contents of the course				
1.3	The course sequence was easy to follow				
1.4	Sufficient time was allowed for each topic				
1.5	The training had a good mix of theory and practical				
<b>2. Delivery methods</b>					
2.1	The electronic media used in the training assisted to better my learning and understanding				
2.2	The delivery methods were suitable for the training				
2.3	The delivery methods assisted my learning and understanding				
2.4	The methods used by the trainer made the content clear and easy to understand				
<b>3. Training activities</b>					
3.1	The group activities encouraged my participation				
3.2	The activities increased my learning				
3.3	There were sufficient activities that provided opportunities for increased learning				
3.4	The method of assessment was a fair test of my skills and knowledge				
I would recommend the programme to someone else because _____					
I would not recommend the programme to someone else because _____					

### 3.1.2 Peer review

The word 'peer' means 'a person of equal standing'. Peer review therefore is a review or evaluation carried out by a peer or colleague.

Peer review is another method that can be used to gather evidence about one's teaching. It involves having another trainer observe a colleague while he or she is delivering or co-delivering a training session, in order to evaluate and provide supportive and constructive feedback on their skills and techniques<sup>3</sup>. Along with student evaluation, peer review helps provide a rich picture of teaching and learning in an organisation, and allows to build on the expertise already within that organisation.

Peer review may be carried out voluntarily or as a mandatory requirement by an institution. It provides an excellent opportunity for personal teaching development and can assist in improving student satisfaction.

Peer review must be built on mutual respect and fairness. It provides an opportunity for discussions about how assumptions and prejudices can affect how we see others work. Agreeing on ground rules at the outset should provide a framework to challenge any discriminatory behaviour or attitudes and safeguard the principle of fairness that forms the foundation of this approach.

The purposes of peer review of teaching may include the following:

- feedback on teaching for development and improvement;
- evidence for use in promotion, probation or teaching award applications;
- affirmation of good teaching practice;
- benchmarking of teaching with colleagues;
- information to assist with monitoring and review of units and courses.

#### **Benefits of peer review<sup>4</sup>**

Peer review is an important part of continuous professional development. It enables both the reviewer and reviewee to recognise how they can improve their training and where to focus their efforts. It also provides an excellent opportunity for sharing skills and knowledge and for working together with colleagues to improve delivery of training. However, it could have a negative impact on a trainer's confidence and self-esteem if the process is not applied properly. It is therefore important that peer reviewers are aware of the process and have appropriate skills to carry out the review. It is also important that trainers understand why and how they will be evaluated and the potential outcome of their evaluation.

Key principles when undertaking peer review are as follows<sup>5</sup>.

- The peer review process should be flexible in its application. It is important that the reviewer and reviewee agree on what to review, the criteria to be used, and how the feedback is to be given.
- The peer review process should be developmental, supportive and constructive. The outcome of the review should identify areas for further professional development.
- The peer review process should benefit both the reviewee and reviewer.

#### **When to peer review**

Peer review can be a very beneficial process that enables trainers to plan for improvements to their teaching and delivery in a supportive environment. It is important that the review is timely

3 Health Scotland, Training and workforce development: [https://elearning.healthscotland.com/pluginfile.php/32269/mod\\_page/content/1/TrainerHandbookSectionsPDF/4\\_CPD.pdf](https://elearning.healthscotland.com/pluginfile.php/32269/mod_page/content/1/TrainerHandbookSectionsPDF/4_CPD.pdf)

4 Ibid

5 Edith Cowan University, Peer review of teaching: [https://intranet.ecu.edu.au/\\_\\_data/assets/pdf\\_file/0004/654115/Peer-review-of-teaching-factsheet.pdf](https://intranet.ecu.edu.au/__data/assets/pdf_file/0004/654115/Peer-review-of-teaching-factsheet.pdf)

and the reviewee is ready and prepared for the process. In cases where the trainer feels he or she is not ready for a peer review, more time and practice must be allowed before the review is undertaken.

It is recommended that a trainer take the opportunity to be reviewed once a year.

### **Who can peer review?**

Peer review can be undertaken in-house or externally. If undertaken in-house, any trainer who has experience in delivering training and is in a position to constructively observe, review and provide feedback would be an appropriate peer reviewer.

Suggestions for people who could peer review are:

- co-trainers from the same team or department but who are not also involved in delivering the training;
- trainers from a different topical area or department within the organisation.

### **How to peer review<sup>6</sup>**

There are three options for peer review:

- live observation;
- remote observation;
- video/audio recording.

It is recommended that live observation should be used if possible as this will enable the reviewer to gain a better understanding and a true sense of how the training is going, and therefore be able to provide the most constructive feedback.

It is important that a review observation template is used by the reviewer that sets out the criteria and the areas the assessment will focus on, and both the reviewer and reviewee have agreed on the criteria.

### **Stages in carrying out a peer review<sup>7</sup>**

#### **Stage 1: Determining the purpose of the review**

The purpose of the peer review must be clearly established at the beginning of the process.

#### **Stage 2: Appointing a peer (reviewer)**

In selecting a peer, it is important to ensure the person has some knowledge about the subject matter and is familiar with sound teaching practice. The person will have to agree to carry out the peer review.

#### **Stage 3: Deciding what to review**

The review can focus on general aspects providing feedback on what is working well and what could be improved, or it may focus on specific areas such as lesson planning, delivery methods or class management.

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6 Health Scotland, Training and workforce development: [https://elearning.healthscotland.com/pluginfile.php/32269/mod\\_page/content/1/TrainerHandbookSectionsPDF/4\\_CPD.pdf](https://elearning.healthscotland.com/pluginfile.php/32269/mod_page/content/1/TrainerHandbookSectionsPDF/4_CPD.pdf)

7 Edith Cowan University, Peer review of teaching: [https://intranet.ecu.edu.au/\\_\\_data/assets/pdf\\_file/0004/654115/Peer-review-of-teaching-factsheet.pdf](https://intranet.ecu.edu.au/__data/assets/pdf_file/0004/654115/Peer-review-of-teaching-factsheet.pdf)

#### Stage 4: Agreeing to criteria, principles and guidelines for the review

Both the reviewee and reviewer must be clear about the criteria, principles and guidelines and agree on when and how the feedback will be given.

#### Stage 5: Carrying out the review

Guidelines for reviewer	Guidelines for reviewee
Before beginning the review, ensure the review tools and checklist have been agreed and the criteria are clear.  During the review, be careful to not interfere with the teaching. Provide feedback on agreed areas in the agreed format, and focus on evidence from which to generate discussion later on.	Before beginning the review, ensure the reviewer has the agreed review tool or checklist and that you have a common understanding of the criteria to be used. Also ensure all students are aware of the observation, and if video is involved, consent to being videoed has been obtained.

#### Stage 6: Giving and receiving feedback

Guidelines for reviewer	Guidelines for reviewee
It is important to ensure the feedback clearly describes what was observed in relation to each criterion. Positive aspects as well as areas for improvement should be identified and should be discussed constructively. The focus is always on the product, process or behaviour outlined in the criteria.	Receiving feedback is a skill. To get more out of feedback the reviewee should listen carefully with an open mind and without interrupting, ask questions to clarify understanding and/or interpretation, take time to think about the feedback, and enjoy the opportunity to discuss ideas for improving his or her teaching.

#### Stage 7: Acting on feedback

Reflecting on the original purpose will assist in deciding on how to respond to the peer review. Together with the reviewer, a plan can be developed to work on aspects of the reviewee's teaching.

Institutions may have their own observation templates to evaluate delivery of their courses. A list of competencies will help guide the assessment and will allow the reviewer to make constructive comments. In preparation for the review, the reviewer may need to view the course programme and lesson plan.

The templates below provide guidelines on the competencies or the areas of focus the reviewer might want to observe during a peer review session.

### Peer review observation template 1

Name of trainer: \_\_\_\_\_ Name of observer: \_\_\_\_\_  
 Course observed: \_\_\_\_\_ Date of observation: \_\_\_\_\_  
 Purpose/aim: \_\_\_\_\_ Duration: \_\_\_\_\_

Criteria (A1) Core competencies for training	Evidence	Criteria met?		Comments
		Yes	No	
Aims and objectives of the training course and pre-course planning materials are clearly specified				
Time is taken to clarify expectations and clearly explain the aims and objectives of the course				
The trainer is flexible in response to participants' needs				
A variety of methods are used throughout to keep participants engaged				
The trainer pays attention to the state of the participants				
The trainer uses examples relevant to participants to put learning into practice				
The trainer accommodates the diversity of the group and takes responsibility to encourage and ensure equality				

Signed by observer: \_\_\_\_\_

### Peer review observation template 2

<b>Observer</b>	<b>Teacher</b>	
<b>Date</b>	<b>Module</b>	
<b>Length of session</b>	<b>Length of observation</b>	
<b>Nature of session e.g. practical, theory</b>	<b>Number of students</b>	
<b>Topic</b>		
1. What are the learning outcomes for this session?		
2. Summary of the session's overall quality in relation to the learning outcomes:		



Comments on strengths and development needs, particularly in relation to the learning outcomes:		
Prompts	Strengths	Areas for improvement
Introducing the session to the students (clarity of learning outcomes, relation to previous work, overview of session)		
Planning and organising		
Methods/approach		
Delivery and pace		
Content (currency, accuracy, relevance, use of examples, level, match to students' needs)		
Student participation		
Availability and use of learning resources		

**Signed by observer:** \_\_\_\_\_

### Outcome of peer review

The outcome of the peer review should be improvement of the course delivery. An action plan can be drawn up incorporating the recommendations from the review. The plan should detail the actions that will be taken and the timeline for taking them. This will allow for monitoring of the course delivery improvement process.

The template below shows an example of a peer review action plan, based on a peer review using observation template 2 above.

Peer Review Action Plan	
Name of trainer:	
Observer:	
Observation date:	
Class (lecture, practical, etc):	
Comments on feedback from reviewer(s):	
Action(s) to be taken, and timing for actions	
Reflection on action(s) taken	

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 3.1.3 External evaluation

Evaluation of training or course delivery may also be carried out by an external evaluator. A requirement in the delivery of regional qualifications is the external evaluation of delivery.

The role of the external evaluator is to verify that the internal evaluation processes have been carried out and the recommendations from the evaluation(s) have been implemented or are planned to be implemented to improve the delivery of the programme.

Depending on the quality of evidence produced, the external evaluator may be able to compile his or her report from the evidence sighted, or may request to carry out further evaluation. If the evaluator requests an evaluation to be carried out, they will use the evaluation (observation) template provided as Appendix 14.

## 3.2 Validation of assessment

Validation is an important process that helps to maintain the quality of assessments. The purpose of validation is to ensure assessment is reliable and fair, and that decisions are made on the basis of sufficient evidence. In cases where an institution has a number of centres where the same programmes are delivered, validation is carried out to ensure assessors in these different sites are making consistent judgements. Validation is also important in determining whether the assessment tools are providing the evidence the competency standards require. It is important that an institution has a system in place that will facilitate the review of assessment to ensure reliability and fairness in assessment decisions.

An institution applying for approval to deliver a regional qualification may already have in place procedures and processes for internal validation that are being implemented for ongoing programmes. In such instances, the same procedures and processes may be applied for regional qualifications. The guidance notes below may assist an institution in the development of its assessment validation process.

Validation may be an in-house activity as well as involving external participants. Depending on the kind of resources available and the assessment system in place, institutions may not need external validation.

### 3.2.1 Internal validation

Internal validation is the process undertaken by an institution to compare assessment tools and evidence collected, to make a judgement in order to award a standard or issue a qualification. The process assists in ensuring an institution offering a course across a number of sites is applying consistent standards and making consistent judgements.

#### **Value of internal validation**

Internal validation may be regarded as a supportive mechanism in professional judgement. It provides the opportunity for professional exchange, and helps assessors develop confidence by enhancing their ability to make consistent and accurate assessment decisions.

#### **Requirements for internal validation**

Institutions will need to develop validation processes that suit the needs of their assessors and the resources available to them. To ensure internal validation is carried out effectively, an institution will need to ensure the following are in place:

- a clear strategy and procedure for comparing assessments;
- a system to review the validation processes;
- a validation action plan which documents procedures, timeframes and target units/modules to be sampled;
- regular meetings of those involved in validation.

### 3.2.2 External validation

External validation refers to a process established across an industry area or across a number of institutions.

#### Value of external validation

External validation provides an opportunity for exchange of information between different institutions about the assessment methods they are using. It also assists assessors across the industry to apply consistent standards and make consistent judgements.

#### Need for external validation

An institution with a well-established internal validation system may consider engaging in external validation to further enhance its assessment processes.

### 3.2.3 Steps in the validation process<sup>8</sup>

#### (a) Establishing an assessment validation plan

When implementing assessment validation, it is important that an institution has procedures and processes in place that will ensure the activity is carried out effectively and that it achieves its purpose.

An assessment validation plan should include the following:

- when the assessment will occur;
- which unit of competency/learning outcomes will be the focus of the validation;
- who will lead and participate in validation activities; and
- how the outcomes of these activities will be documented and acted upon.

#### (b) Identification of units to be validated

For every qualification or course offered by the institution, a schedule should be developed to outline when each unit will be validated.

#### (c) Identification of participants to be involved in the assessment validation activities

It is important that those who are going to be involved in the validation process are clear about their role. Validation should include people who are not directly involved in the delivery and assessment of the units being validated.

#### (d) Inform staff of assessment validation requirements

Before the validation, the validation plan and the strategies and tools to be used should be finalised and the validation participants briefed on the process to be undertaken.

8 Vocational Education and Assessment Centre, Moving towards assessment validation: [http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13289/resources/documents/ontrack\\_assessment\\_validation.pdf](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13289/resources/documents/ontrack_assessment_validation.pdf)

#### **(e) Validation activities**

Validation participant(s) are provided with the validation form, and the following key aspects are considered:

- ensure evidence collected is valid, sufficient, current and authentic;
- ensure trainees are assessed against the level of competency required by the unit of competency;
- ensure the assessment strategies are appropriate for the target group;
- ensure there is an agreed understanding of the criteria being used to arrive at an assessment of 'competent'.

#### **(f) Sampling of student work**

The method an institution uses to determine their assessment validation sample is an individual institution decision. An institution may use a random sample. While selecting completely random samples has many strengths, it is critical that the sample is sufficient to ensure consistency of assessment decisions across each unit.

There are some key features to consider when selecting an assessment validation sample:

- number of students enrolled in the unit;
- scope of delivery;
- feedback from students and trainers;
- complaints received;
- completion rates;
- risk level of training units;
- assessment mode.

It is important to note that there is no 'one right way' for conducting systematic validation of assessment practices and each individual institution is best placed to establish an appropriate plan and schedule.

#### **(g) Validating assessment judgement<sup>9</sup>**

Once the process of gathering evidence has been validated, the focus is on how the evidence is used to make an assessment judgement. Validating assessment judgement is aimed at confirming that the following principles of assessment have been met:

- competence is awarded after all unit requirements have been observed;
- different assessors using the same evidence would make consistent judgements;
- all available evidence has been considered before making the judgement; and
- the trainee has had the opportunity to demonstrate all unit requirements.

#### **(h) Recording assessment validation outcomes<sup>10</sup>**

The outcomes of an assessment validation may lead to recommendations for improvement in assessment tools, assessment processes or assessment judgements.

Institutions must have a process for maintaining records of assessment validation activities. Evidence of the following should be clearly recorded:

- the people involved in the assessment validation;
- the units of competency validated;

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<sup>9</sup> Training Accreditation Council, Assessment validation: <http://www.tac.wa.gov.au/SiteCollectionDocuments/Fact%20Sheet>

<sup>10</sup> Ibid

- the evidence-gathering tool for those units;
- the assessment validation tool used;
- the assessment samples considered; and
- the assessment validation outcomes.

An institution's assessment validation plan should clearly show how assessment validation outcomes will be documented and acted upon. Assessment validation decisions should inform continuous improvement of assessment practices.

An institution with a well-designed assessment system and validation process that is effectively implemented should be able to demonstrate that their assessment judgements are valid and credible.

The samples below provide guidance on the development of assessment validation tools.

### SAMPLE 1

#### Assessment validation template

**Unit of competency:**

**Assessment instrument(s):**

**Review date:** \_\_\_\_\_

**Review team:** \_\_\_\_\_

Questions	Circle
Is the candidate provided with clear instructions?	Y / N
Is there a logical sequence of assessment questions/activities?	Y / N
Is the timeframe provided adequate to complete the assessment?	Y / N
Are all elements of competency assessed?	Y / N
Are there any anomalies, misleading information, omissions, or errors in the assessment instrument or other materials?	Y / N
Is feedback to students provided and documented?	Y / N
Are all documents version controlled?	Y / N

#### Recommendations

## SAMPLE 2

### Assessment validation template

Course name .....

Course unit or competency .....

Assessment task .....

Validation team member(s)	Signature	Date

### Materials included with assessment task

- |   |  |
|---|--|
| <input type="checkbox"/> Source material (written text/recording) | <input type="checkbox"/> Instructions for teacher  |
| <input type="checkbox"/> Instructions/questions for student       | <input type="checkbox"/> Marking guide/rubric      |
| <input type="checkbox"/> Answer sheet                             | <input type="checkbox"/> Assessment feedback sheet |

### Learning outcomes being assessed by this task

.....  
.....  
.....

### Summary

Modifications required ☐ Yes ☐ No

.....  
.....  
.....  
.....

Date of next review      \_\_\_ / \_\_\_ / \_\_\_

### Assessment validation checklist

Criteria	Y/N/NA	Comments / Action required
<b>Validity – Does the assessment task do what it is meant to?</b>		
1. Task is based on suitable social, educational or workplace activities and contexts.		
2. Oral or written text type is authentic in purpose, content and format.		
3. Language (grammar, vocabulary) is consistent with course content to date.		
4. Task relates directly to learning outcomes being assessed.		
5. Task assesses student's ability to meet learning outcomes being assessed		
6. Assessment method is appropriate for skills being assessed		
<b>Reliability – Is the process consistent?</b>		
7. Instructions to students ensure students are fully aware of assessment requirements.		
8. The language of instructions is consistent with language level of the course.		
9. Instructions to assessors are clear and unambiguous.		
10. Marking guides/rubrics reflect learning outcomes being assessed.		
11. Marking guides/rubrics are clear and unambiguous.		
<b>Flexibility</b>		
12. Reasonable adjustment can be made for students with specific needs or language skill profiles.		
<b>Fairness</b>		
13. Task does not require specialist knowledge beyond course content to date.		
<b>Currency</b>		
14. Task material retains currency (e.g. of content, relationship to external tests).		

## Appendix 1: Sample accreditation certificate



## Appendix 2: Sample legal registration certificate



P.O. BOX G26  
HONIARA  
SOLOMON ISLANDS

Telephone: (677) 26812

Facsimile: (677) 25084

Our Ref: CT 85 OF 2011

Date: 26-Sep-11

---

The Secretary

Sustainable Energy Industry Association of the Pacific Islands Trust Board (Incorporated)

C/- P O Box R169

Honiara

Dear Sir,

RE: **SUSTAINABLE ENERGY INDUSTRY ASSOCIATION OF THE PACIFIC ISLANDS TRUST BOARD (INCORPORATED)**

I enclose the Certificate of Incorporation. Please keep it in a safe place.

2. If you change your registered office, you must give me a certificate giving the formal notice of the change under seal trustee.
3. If the individual trustees are changed, you must give me a certificate giving me the names of the new and the continuing trustees within one month after the change. The certificate should be signed by all trustees or by a person directed to do so by all the trustees.
4. When trustees are changed in accordance with your constitution, they should sign a letter accepting appointment.

Yours faithfully

Veronica Manedika (Ms)

**For: Registrar of Companies**

## CHARITABLE TRUSTS ACT

(Cap.115)

### CERTIFICATE OF INCORPORATION

NO. CT 85 OF 2011

I hereby certify that-

**SUSTAINABLE ENERGY INDUSTRY ASSOCIATION OF THE  
PACIFIC ISLANDS TRUST BOARD (INCORPORATED)**

has this day been duly incorporated under the Charitable Trusts Act Subject to the following directions:

- 1). There shall be not more than 5 or less than 2 Trustees on the Board at any particular time.
- 2). On appointment each trustee shall sign in declaration of accepting his or her appointment and send it to the Registrar of Companies
- 3). No person who is or becomes mentally disordered, bankrupt, permanent resident outside Solomon Islands or who has been convicted of an offence involving dishonesty shall become or remain Trustee.
- 4). The common seal shall be kept in a safe custody by the trustees and shall be affixed to documents at the discretion and in the presence of any 2 of them.

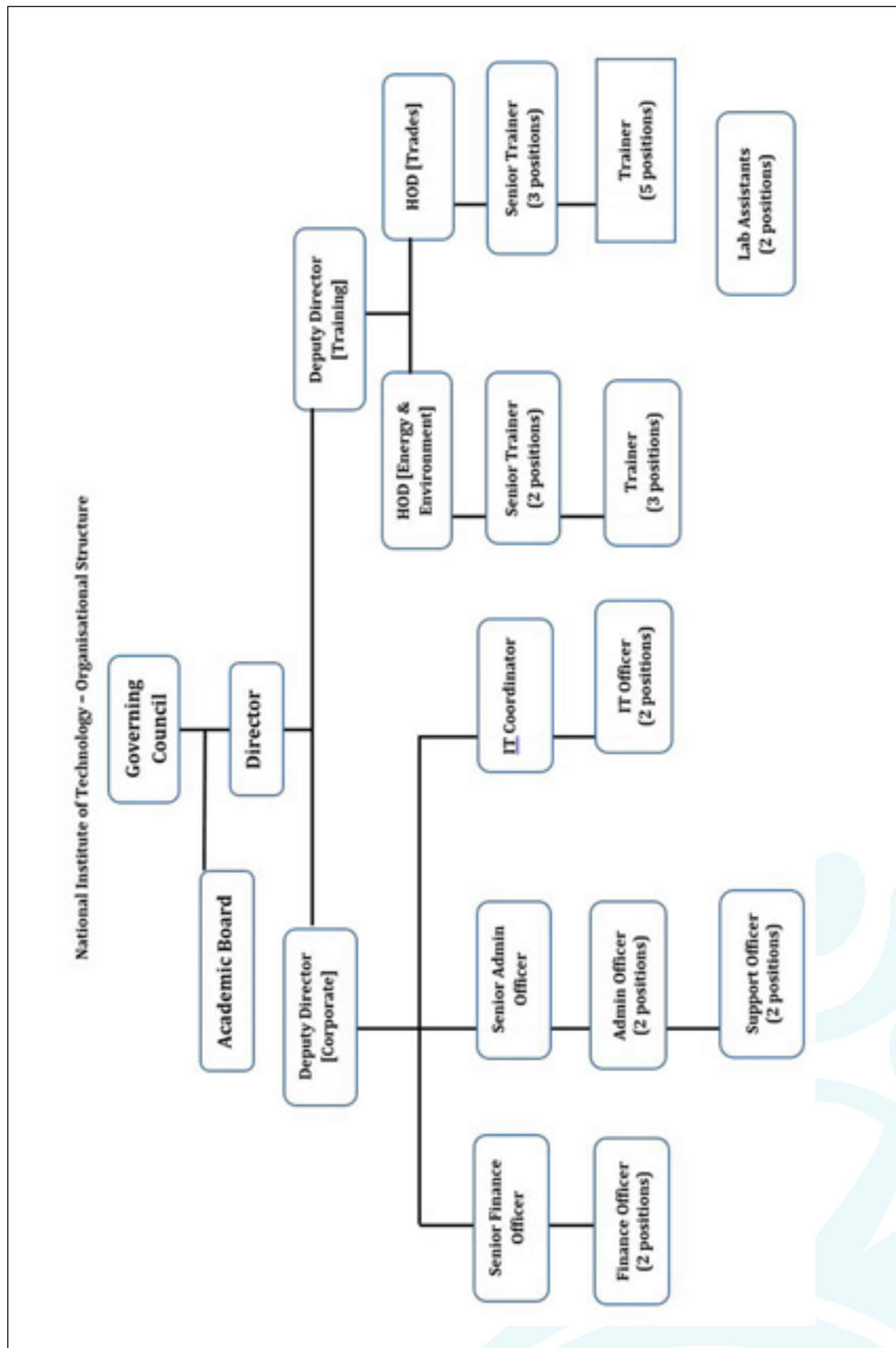
**DATED** at Honiara this **26<sup>th</sup>** day of **September 2011**



**JAMES APATO (MR)**

**Registrar of Companies  
(Ag)**

## Appendix 3: Sample organisation chart



## Appendix 4: Sample financial viability report

NATIONAL INSTITUTE OF TECHNOLOGY			
BUDGET	2018	2019	2020
<b>INCOME</b>	<b>FJD</b>	<b>FJD</b>	<b>FJD</b>
Government Funding	900,000	900,000	900,000
EU Funding	900,000	900,000	900,000
Fees Revenue	200,000	250,000	300,000
Other (Donations)	100,000	150,000	150,000
<b>TOTAL PROJECTED INCOME</b>	<b>2,100,000</b>	<b>2,200,000</b>	<b>2,250,000</b>
<b>EXPENDITURE</b>	<b>FJD</b>	<b>FJD</b>	<b>FJD</b>
Personnel	1,200,000	1,250,000	1,300,000
Bills	10,000	10,000	10,000
ICT	30,000	30,000	30,000
Stationery	10,000	10,000	10,000
Teaching Resources	100,000	100,000	100,000
Travel and Subsistence	100,000	100,000	100,000
New Equipment	100,000	100,000	100,000
Furniture	50,000	50,000	50,000
Training (incl. workshops & meetings)	100,000	100,000	100,000
Fieldwork, studies, surveys	50,000	50,000	50,000
Publications	10,000	10,000	10,000
Programme Accreditation	50,000	50,000	50,000
Programme Development	100,000	100,000	100,000
Staff Development	100,000	100,000	100,000
<b>TOTAL PROJECTED EXPENDITURE</b>	<b>2,010,000</b>	<b>2,060,000</b>	<b>2,110,000</b>
<b>PROJECTED SURPLUS</b>	<b>90,000</b>	<b>140,000</b>	<b>140,000</b>

## Appendix 5: Sample grievance procedure

### NATIONAL INSTITUTE OF TECHNOLOGY

#### PROCEDURES FOR FILING AND RESOLVING APPEALS

The procedures outlined in this document shall be complied with to file and resolve applications for review of decisions.

##### **1.0 Decisions that could be reviewed**

- 1.1 A student who feels aggrieved by the decision of the Disciplinary Committee may apply to the Appeals Committee for a review of the decision.
- 1.2 A student who feels aggrieved by the decision of the Management Team and/or Academic Board, in relation to the matters described below may apply to the Appeals Committee for a review of the decision:
  - a) Admission, registration and withdrawal
  - b) Refund of fees
  - c) Assessment outcomes/results
  - d) Programme completion and graduation

##### **2.0 The Appeals Committee**

- 2.1 The applications for appeal shall be heard by an independent Appeals Committee appointed by the Governing Board of the Institution.
- 2.2 The Chairperson of the Appeals Committee shall not be a member of the staff or member of the Governing Board of the institution.
- 2.3 No member of the Disciplinary Committee shall sit on the Appeals Committee.
- 2.4 At least 50% of the membership of the Appeals Committee shall be persons with standing in the community.

##### **3.0 Making an application for appeal**

- 3.1 An application for appeal shall be made no later than 10 days from the date of notification of the decision.
- 3.2 An application for appeal shall be made in writing on the form "Application for Appeal".
- 3.3 The application must mention the grounds of appeal.
- 3.4 There shall not be any fees for filing an application for appeal.

##### **4.0 Hearing an application for appeal**

- 4.1 Upon receipt of an application for appeal, the Appeals Committee shall inform the respondent in writing and make available a copy of the application to the respondent.
- 4.2 The Appeals Committee shall invite the respondent to respond to the application in writing within 21 days from the date on which the respondent was informed about the application for appeal.
- 4.3 The Appeals Committee shall, within 7 days of the receipt of submission from the respondent, fix a time for the hearing and inform the appellant and respondent of the same.
- 4.4 Both parties shall have the right to appear before the Appeals Committee in person, and where appropriate, to present or defend their case.

##### **5.0 Decision of Appeals Committee**

- 5.1 The decision of the Appeals Committee shall be given in writing to the applicant and the institution.
- 5.2 The decision of the Appeals Committee shall be binding to all parties.

## Appendix 6: PQF level descriptors

Level	Knowledge and skills	Application	Autonomy
10	<p>Demonstrated knowledge and skills that:</p> <ul style="list-style-type: none"> <li>involve critical understanding of a substantial and complex body of knowledge at the most forefront of a discipline or area</li> <li>involve high level critical analyses, reflection of independent and original thinking</li> <li>involve the creation and interpretation of new knowledge or practice, through original advanced research that satisfies formal academic review</li> </ul>	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> <li>are highly complex and specialised involving new or evolving aspects</li> <li>involve the formulation and testing of theories and processes to resolve significant, highly complex, abstract and emergent issues</li> </ul>	<p>In conditions where there is:</p> <ul style="list-style-type: none"> <li>minimal guidance and high level of autonomy, initiative, adaptability and self-direction</li> <li>authoritative judgement and high planning, management and innovation required</li> </ul>
9	<p>Demonstrated knowledge and skills that:</p> <ul style="list-style-type: none"> <li>involve mastery and integrated understanding of a complex body of knowledge some of which is at the forefront in one or more disciplines or areas</li> <li>involve high level critical analyses, evaluation, reflection and independent thinking</li> <li>involve research as the basis for extending or redefining knowledge or practice in one or more disciplines or areas</li> </ul>	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> <li>are complex and specialised, generally involving some new or evolving aspects</li> <li>involve the formulation and testing of theories and processes to resolve highly complex, abstract and emergent issues</li> </ul>	<p>In conditions where there is:</p> <ul style="list-style-type: none"> <li>minimal guidance and substantial autonomy, initiative, adaptability and self-direction</li> <li>expert judgement and considerable planning and management required</li> </ul>
8	<p>Demonstrated knowledge and skills that:</p> <ul style="list-style-type: none"> <li>are highly advanced, theoretical and technical, within one or more disciplines or areas</li> <li>involve critical, analytical and independent thinking</li> </ul>	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> <li>are complex with some specialisation</li> <li>involve the formulation of processes to resolve highly complex and abstract issues</li> </ul>	<p>In conditions where there is:</p> <ul style="list-style-type: none"> <li>minimal guidance and demonstrated self-direction or autonomy</li> <li>significant judgement, planning, coordination and organisation required</li> </ul>
7	<p>Demonstrated knowledge and skills that:</p> <ul style="list-style-type: none"> <li>are highly theoretical and/or technical with significant underpinning knowledge, within one or more disciplines or areas</li> <li>involve critical and analytical thinking</li> </ul>	<p>Applied in contexts that:</p> <ul style="list-style-type: none"> <li>are subject to complex change</li> <li>involve the formulation of or substantial adaptation of processes to resolve complex and abstract issues</li> </ul>	<p>In conditions where there is:</p> <ul style="list-style-type: none"> <li>broad guidance and demonstrated self-direction</li> <li>significant judgement, planning and coordination required</li> </ul>

Level	Knowledge and skills	Application	Autonomy
6	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> <li>are highly theoretical and/or abstract or technical, within a broad field or with depth in one area</li> </ul>	Applied in contexts that: <ul style="list-style-type: none"> <li>are subject to change with some complexity</li> <li>involve the formulation of or adaptation of processes to resolve complex and sometimes abstract issues</li> </ul>	In conditions where there is: <ul style="list-style-type: none"> <li>broad guidance or direction</li> <li>well-developed judgement and planning required</li> </ul>
5	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> <li>are mainly technical and theoretical, within a broad field or with depth in one area</li> </ul>	Applied in contexts that: <ul style="list-style-type: none"> <li>are both known and changing</li> <li>involve unfamiliar issues that are addressed using a range of processes that require some adaptation</li> </ul>	In conditions where there is: <ul style="list-style-type: none"> <li>general guidance or direction</li> <li>both judgement and planning required</li> </ul>
4	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> <li>are broadly factual, with technical and theoretical aspects</li> </ul>	Applied in contexts that: <ul style="list-style-type: none"> <li>are stable but sometimes unpredictable</li> <li>involve familiar and unfamiliar issues that are addressed by interpreting or varying processes</li> </ul>	In conditions where there is: <ul style="list-style-type: none"> <li>routine direction or guidance</li> <li>judgement and some planning required</li> </ul>
3	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> <li>are factual, procedural, technical, with some theoretical aspects</li> </ul>	Applied in contexts that: <ul style="list-style-type: none"> <li>are stable and predictable</li> <li>involve familiar issues that are addressed by selecting from known solutions</li> </ul>	In conditions where there is: <ul style="list-style-type: none"> <li>routine supervision and direction or guidance</li> <li>some judgement and discretion required</li> </ul>
2	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> <li>are factual or manual or operational</li> </ul>	Applied in contexts that: <ul style="list-style-type: none"> <li>are structured and stable</li> <li>involve straightforward issues that are addressed by set, known solutions</li> </ul>	In conditions where there is: <ul style="list-style-type: none"> <li>close support and direction or guidance</li> <li>minimal judgement or discretion required</li> </ul>
1	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> <li>are basic, foundational and explicit</li> </ul>	Applied in contexts that: <ul style="list-style-type: none"> <li>are highly structured, defined and repetitive</li> <li>involve straightforward and everyday issues that are addressed by simple and rehearsed procedures</li> </ul>	In conditions where there is: <ul style="list-style-type: none"> <li>immediate support and clear direction</li> <li>almost no judgement or discretion required</li> </ul>

## Appendix 7: Sample workplace attachment policy and procedures

### NATIONAL INSTITUTE OF TECHNOLOGY POLICY ON WORKPLACE ATTACHMENT

#### 1.0 Introduction

The National Institute of Technology (NIT) is committed to becoming the centre of excellence for lifelong learning through delivering high-quality technical and vocational education and training in the Pacific region. This will maximise the employability and career prospects of its graduates and result in enhanced labour mobility and portability of its qualifications in the Pacific region and beyond.

To facilitate the enhancement of graduate employability and portability of qualifications, NIT has a requirement that all students undertake a mandatory practical prior to the completion of the programme. The intention of the attachment is to provide students with an opportunity to practice and demonstrate the skills and competencies required of them in the programme, and subsequently produce 'work-ready' graduates.

This Policy on Workplace Attachment sets out the principles and guidelines for the workplace attachment. It also defines the purpose of the attachment, its specific objectives, the main activities of the attachment and the key stakeholders and their responsibilities.

#### 2.0 Principles of workplace attachment

The policy aims at:

- 2.1 Establishing an effective system of workplace attachment that provides valuable work experience to learners.
- 2.2 Providing a clearly defined framework that will give direction in the management of attachment programmes at NIT.
- 2.3 Creating a bridge between the world of study and the workplace for young professionals.

#### 3.0 Objectives of workplace attachment

The specific objectives of the workplace attachment programme are:

- 3.1 To enable students to get hands-on/real-life experience of workplaces they are expected to work in when they graduate.
- 3.2 To provide an opportunity for students to practice and demonstrate the skills and competencies that they have learnt.
- 3.3 To provide an opportunity for students to apply the principles and techniques theoretically learnt into real-life problem-solving situations.
- 3.4 To provide an opportunity for students and trainers to interact with stakeholders and potential employers and to appreciate field situations.
- 3.5 To provide an opportunity for feedback from the industry on the programme content and its delivery and assessment methods.
- 3.6 To develop students' understanding of work ethics, employment demands, responsibilities and opportunities.
- 3.7 To enhance and strengthen linkages between NIT and various stakeholders.

#### 4.0 Definition of terms

- 4.1 **Attachee** – a student or learner or worker placed in an organisation for a specified period for practical training and exposure.



- 4.2 **Attachment** – refers to workplace attachment, which is a structured and supervised work experience in a professional/vocational work setting during which the attachee acquires knowledge and skills in a major trade/professional area.
- 4.3 **Attachment coordinator** – an officer responsible for the coordination of workplace attachment.
- 4.4 **Attachment programme** – a set of activities agreed upon by the supervisor, trainer and the attachee to be followed for the duration of the attachment.
- 4.5 **Institution** – the training organisation at which attachees are enrolled.
- 4.6 **Organisation** – the agency or workplace where the workplace attachment is undertaken.
- 4.7 **Record book** – a prescribed document held by an attachee for the purposes of making regular entries by supervisor, trainer and attachee on plans, achievements and progress made by the attachee during the period of attachment.
- 4.8 **Supervisor** – a staff of the organisation authorised to supervise the attachee, provide guidance and follow-up the attachee for the purposes of monitoring and assessment.
- 4.8 **Trainer** – lecturer, facilitator, teacher or any other person with authority from the institution, who is guiding an attachee for the purposes of industrial exposure.

## 5.0 Policy statements

- 5.1 For each qualification on Resilience and Sustainable Energy, there shall be a unit wholly comprised of workplace attachment.
- 5.2 Each student studying a qualification in the areas mentioned in 5.1 offered by NIT shall complete the attachment prior to graduating from the programme.
- 5.3 The duration of the attachment shall be 6 months, or as determined by NIT.
- 5.4 The attachment shall be undertaken in an organisational set-up that is relevant to the nature of the programme that the student is enrolled in.
- 5.5 The attachee, institution and organisation shall work cooperatively to ensure the successful conduct of the attachment.
- 5.6 The attachee, institution and organisation shall be responsible for the performance of duties assigned to each one, and prescribed in this policy.
- 5.7 The attachees shall not be entitled to claim allowances or any other such payments from the institution and the organisation for the duration of the attachment.
- 5.8 The institution shall ensure that there is an adequate insurance cover for the attachment.

## 6.0 Roles and responsibilities of stakeholders

If the attachment programme is to be implemented effectively and sustainably, the partners have to commit themselves to specific roles and responsibilities. The following are the roles and responsibilities of each partner.

### 6.1 Institution

- 6.1.1 Initiate and maintain partnerships with relevant organisations.
- 6.1.2 Assist whenever possible with linking students to potential employers from the pool of partners.
- 6.1.3 Identify agencies and sites that offer valuable learning experiences to the students.
- 6.1.4 Carry out a risk assessment of the organisation to ensure that the health and safety of attachees are adequately taken care of.
- 6.1.5 Enter into a formal agreement with the attachee and the organisation before sending

- students for attachment.
- 6.1.6 Provide overall institutional management of the programme.
- 6.1.7 Financially support implementation of the attachment programme.
- 6.1.8 Integrate field attachment into the curricula and have it reviewed periodically.
- 6.1.9 Deliver appropriate training prior to sending students on attachment.
- 6.1.10 Adequately brief students and workplace supervisors on the attachment programme, their responsibilities and the expectations of the stakeholders directly involved in the attachment.
- 6.1.11 Develop monitoring and evaluation criteria for the attachment programme including a code of conduct for staff and students.
- 6.1.12 Develop and make available the necessary forms and booklets that need to be completed in the course of the attachment.
- 6.1.13 Assess the performance of attachees and prepare assessment reports.
- 6.1.14 Clearly explain to the attachees the provisions of the insurance cover, where such a cover exists.
- 6.1.15 Create platforms and mechanisms for sharing experience arising out of attachment programmes by the stakeholders.
- 6.1.16 Organise stakeholders' forums to discuss common challenges and celebrate achievements.
- 6.1.17 Cooperate with the attachee and the organisation to ensure efficient conduct of the attachment programme.

## **6.2 Attachees**

- 6.2.1 Enter into a formal agreement with the institution and the organisation before proceeding on attachment.
- 6.2.2 Consider attachment as an important component of their training at NIT and display positive attitude towards learning by practice.
- 6.2.3 Show respect to field supervisors and any other persons they interact with throughout their attachment period regardless of their background, training and social differentiation.
- 6.2.4 Work willingly and diligently wherever they are attached.
- 6.2.5 Develop day-to-day work plans with their field supervisors.
- 6.2.6 Perform the activities required of them in the attachment programme.
- 6.2.7 Adhere to the code of conduct and rules of the attachment.
- 6.2.8 Adhere to the code of conduct, rules, regulations and policies of the attachment organisation.
- 6.2.9 Complete the attachment record book.
- 6.2.10 Enter daily records of the activities they are engaged in as well as new knowledge and innovations learnt in the record book.
- 6.2.11 Comply with the advice of the supervisor.
- 6.2.12 Provide reports and other forms of feedback to the institution and the attachment organisation.
- 6.2.13 Cooperate with the institution and the organisation to ensure efficient conduct of the attachment programme.

## **6.3 Host organisation**

- 6.3.1 Enter into a formal agreement with the institution and the attachee before accepting students for attachment.
- 6.3.2 Participate in the planning, supervision and evaluation of the students on attachment.
- 6.3.3 Identify appropriately qualified, trained and experienced staff to supervise the attachment and produce reports.
- 6.3.4 Provide on-site technical and professional guidance to the students on attachment throughout the attachment period.
- 6.3.5 Provide feedback to the institution on the experience of the attachment programme.

- 6.3.6 Commit their organisational facilities and/or resources for the effective implementation of the attachment programme.
- 6.3.7 Provide students on attachment with a wide range of experiences that go beyond technical and professional skills.
- 6.3.8 Observe and assess the performance of attachees and prepare reports.
- 6.3.9 Engage in a mutual learning exercise with the attachees and staff of the institution.
- 6.3.10 Provide a conducive learning environment to the students on attachment.
- 6.3.11 Cooperate with the institution and the attachee to ensure efficient conduct of the attachment programme.

## 7.0 Pre-attachment briefing

Before the attachment, there shall be a session conducted to brief the students. This training will enable students to prepare for and appreciate field attachment as an integral part of their training programme. In such a briefing, the following are some of the areas that shall be addressed.

- 7.1 The purpose of the field programme.
- 7.2 Basic requirements in terms of equipment and materials.
- 7.3 Code of conduct expected of the students during the attachment.
- 7.4 Responsibilities of attachees.
- 7.5 Roles of the supervisors and trainers.
- 7.6 Grading/evaluation of the attachment programme.
- 7.7 The various channels of communication for students on attachments.
- 7.8 The final attachment report format.
- 7.9 When and how to hand over materials/equipment lent to attachees by the organisation during field attachment.
- 7.10 Matters concerning the welfare of attachees during the attachment.
- 7.11 Health and safety issues.
- 7.12 The nature of insurance coverage, clarifying what will be covered and what will not be covered.

## 8.0 Review of the policy

The policy on workplace attachment shall be reviewed upon the conclusion of the first period of attachment, and thereafter every two years.

9.0 **Date of commencement:** 1 January 2018

## 10.0 Approval

.....  
Signature of Director

.....  
Date

## Appendix 8: Sample assessment plan

Learning outcome	Assessment methodology	Assessment task	Date	Weight	Pre-assessment moderation	Post-assessment moderation
(LO/01) Apply safe working practices	Practical activities	Demonstrating safe work practices in the workshop: <ul style="list-style-type: none"> <li>• Creating a safe worksite</li> <li>• Establishing safe working practices</li> <li>• Practising safe working habits on the worksite</li> <li>• Being responsible for own work quality</li> </ul>	Week 4	5%	Evaluation of practical observation template and evidence guide (attached)	Evaluation and comparison of practical observation results
(LO/02) Prepare timber for manufacture of simple joinery work	Practical activities	Demonstrating knowledge and skills on: <ul style="list-style-type: none"> <li>• Using basic tools and machines</li> <li>• Docking, filleting, stacking and handling timber</li> <li>• Testing for squareness and flatness</li> <li>• Sanding and preparing for assembly of standard items</li> <li>• Being responsible for own work quality</li> </ul>	Week 10	10%	Evaluation of practical observation template and evidence guide	Evaluation of practical outcome
(LO/03) Make and install simple interior fittings and joinery work	Practical activity – Individual project	Demonstrating knowledge and skills in: <ul style="list-style-type: none"> <li>• Constructing a basic carcass in furniture making</li> <li>• Establishing job requirements</li> <li>• Selecting basic hardware and materials for basic hand joints</li> <li>• Using basic hardware</li> <li>• Using basic joints</li> <li>• Being responsible for own work quality</li> </ul>	Week 13	25%	Evaluation of the practical observation template and evidence guide	Evaluation of individual projects

## PRACTICAL OBSERVATION TEMPLATE AND EVIDENCE GUIDE

This template and guidance document must be used when assessing trainees in the performance of the following tasks:

1. Apply safe working practices (LO/01)
2. Prepare timber for manufacture of simple joinery work (LO/02)
3. Make and install simple interior fittings and joinery work (LO/03)

- 1. Task description (LO/01):** Under direct supervision, the trainee will apply safe working practices and is expected to:

- create a safe worksite
- establish safe working practices
- practice safe working habits on the worksite
- be responsible for own work quality

The trainee must carry out these works in accordance with workplace procedures, manufacturers' instructions, project documentation, and local authority standards.

**Guidance notes:** When observing trainees, look for evidence that the trainee:

Works safely at all times	Yes/No												
Follows instructions from tradesmen/senior tradesmen													
Wears at all times correct personal protective clothing and equipment													
Safely stores and carries hazardous materials													
Keeps work areas clean and free of debris													
Safely uses a range of trade tools and equipment													
Uses electrical safeguards with power tools and equipment													
Identifies worksite hazards before starting work which include:													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">equipment</td><td style="width: 50%;">fumes</td></tr> <tr> <td>machinery</td><td>confined spaces</td></tr> <tr> <td>electrical</td><td>noise</td></tr> <tr> <td>chemical</td><td>product</td></tr> <tr> <td>fire</td><td>adhesive</td></tr> <tr> <td>gas</td><td></td></tr> </table>	equipment	fumes	machinery	confined spaces	electrical	noise	chemical	product	fire	adhesive	gas		
equipment	fumes												
machinery	confined spaces												
electrical	noise												
chemical	product												
fire	adhesive												
gas													

- 2. Task description (LO/02):** Under direct supervision, the trainee will prepare timber for manufacture of simple joinery work and is expected to:

- use basic tools and machines
- dock, fillet, stack and handle timber
- dress cut timber
- test for squareness and flatness
- sand and prepare for assembly of standard items
- be responsible for own work quality

The trainees must carry out these works in accordance with worksite procedures, manufacturers' instructions, project documentation, and local authority standards.

**Guidance notes:** When observing/assessing trainees, look for evidence that the trainee:

	Yes/No
Works safely at all times	
Reads and interprets plans	

Uses basic tools:									
<table> <tr> <td>geometrical tools including measuring tools</td><td>picks (impaling tools)</td></tr> <tr> <td>saws</td><td>planes</td></tr> <tr> <td>drills</td><td></td></tr> <tr> <td>hammers</td><td></td></tr> </table>	geometrical tools including measuring tools	picks (impaling tools)	saws	planes	drills		hammers		
geometrical tools including measuring tools	picks (impaling tools)								
saws	planes								
drills									
hammers									
Prepares timber for joinery using machines to:									
<table> <tr> <td>plane</td><td>cut</td></tr> <tr> <td>shape</td><td></td></tr> </table>	plane	cut	shape						
plane	cut								
shape									
Measures and cuts timber to specifications									
Measures and calculates materials for furniture making									
Handles timber to:									
<table> <tr> <td>select species</td><td>stack</td></tr> <tr> <td>grade</td><td>fillet</td></tr> <tr> <td>dry</td><td>test for flatness</td></tr> <tr> <td>test for squareness</td><td></td></tr> </table>	select species	stack	grade	fillet	dry	test for flatness	test for squareness		
select species	stack								
grade	fillet								
dry	test for flatness								
test for squareness									
Reports identified faults to supervisor in accordance with worksite procedures									
Applies understanding of quality assurance, including:									
<table> <tr> <td>being accountable</td><td>taking pride in own work</td></tr> <tr> <td>producing work fit for purpose</td><td></td></tr> <tr> <td>working in conformance with specifications</td><td></td></tr> <tr> <td>working to recognise national industry standards</td><td></td></tr> </table>	being accountable	taking pride in own work	producing work fit for purpose		working in conformance with specifications		working to recognise national industry standards		
being accountable	taking pride in own work								
producing work fit for purpose									
working in conformance with specifications									
working to recognise national industry standards									

- 3. Task description (LO/03):** Under direct supervision, the trainee makes and installs simple interior fittings and joinery work and is expected to:
- construct a basic carcass in furniture making
  - establish job requirements
  - select basic hardware and materials for basic hand joints
  - use basic hardware
  - use basic hand joints
  - be responsible for own work quality

The trainees must carry out these works in accordance with worksite procedures, manufacturers' instructions, project documentation, and local authority standards.

**Guidance notes:** When observing/assessing trainees, look for evidence that the trainee:

	Yes/No		
Works safely at all times			
Constructs, using carcass construction techniques, a minimum of 6 different interior fittings and joinery works:			
<table> <tr> <td>frame carcass</td><td>box carcass</td></tr> </table>	frame carcass	box carcass	
frame carcass	box carcass		
Establishes job requirements			

Selects materials suitable for carcase construction to meet job specifications							
Identifies, marks, and omits any defects in material according to job specifications							
Selects, uses and cares for appropriate tools, equipment and machinery for the job							
Uses basic hand joints which may include but are not limited to: <table border="1"> <tr> <td>butt joint</td><td>mortise and tenon</td></tr> <tr> <td>meter joint</td><td></td></tr> </table>	butt joint	mortise and tenon	meter joint				
butt joint	mortise and tenon						
meter joint							
Selects and uses basic hardware to meet job specifications including: <table border="1"> <tr> <td>jolt head nails</td><td>woodscrew</td></tr> <tr> <td>flat head nails</td><td>pozidrive screws</td></tr> <tr> <td>brads</td><td>super screws</td></tr> </table>	jolt head nails	woodscrew	flat head nails	pozidrive screws	brads	super screws	
jolt head nails	woodscrew						
flat head nails	pozidrive screws						
brads	super screws						
Constructs carcase in accordance with job specifications							
Uses woodworking hand tools safely							
Maintains woodworking hand tools in safe working order							

### PRE-ASSESSMENT MODERATION

<b>Contact:</b>		<b>Date:</b>	
<b>Phone:</b>		<b>email:</b>	
<b>Organisation</b>			
<b>Learning outcomes: (only 3 learning outcomes have been used as examples)</b> <ul style="list-style-type: none"> <li>(LO/01) Apply safe work practices</li> <li>(LO/02) Prepare timber for manufacture of simple joinery work</li> <li>(LO/03) Make and install simple interior fittings and joinery work</li> </ul>			
<b>Qualification ID</b>	<b>Title</b>	<b>Level</b>	<b>Credits</b>
	Certificate 1 in Carpentry and Joinery	1	60
<b>List of attachments:</b>			
<b>Unit standards integrated: Yes/No</b>			

Before you begin:	Place a tick if Yes
Have you been supplied with the following documents?	
• The latest version of the learning outcomes/qualification	<input type="checkbox"/> Yes <input type="checkbox"/> No
• The assessment task (to be given by trainee/used by the assessor to collect evidence)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Model answers (if a knowledge-based assessment task)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Marking schedule evidence and judgment statements	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comment: Well checked and all are in order.	

Read and check if the material has the following:	Place a tick if Yes
• Title of learning outcome	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Learning outcome version – is it current?	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Any special requirements	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Outcomes and evidence requirements (ERs)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Correct alignment matrix	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Correct timeframe	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Facilitator guide in place	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Moderation guide in place	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Assessor guide in place	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Summative assessment in place	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Formative assessment in place	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Delivery and programme strategies are aligned and correct	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comment: Well checked and all are in order	

Check the trainee assessment booklet has:	Place a tick if Yes
• Correct unit number, version, title	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Assessment record has correct unit number, version, title	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Space for trainee's name, course, date, observation sheet, photos (as applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• A place for the assessor to write the final result (i.e. Achieved/Not achieved)	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Appeal – yes/no	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Space for assessor's signature	<input type="checkbox"/> Yes <input type="checkbox"/> No
• Space for trainee's signature	<input type="checkbox"/> Yes <input type="checkbox"/> No



<ul style="list-style-type: none"> <li>• Outcomes and ERs are current</li> <li>• Space for date</li> <li>• Check header and footer on the page are correct</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Comments: Well checked and all are in order	
<b>Assessment brief – read this and check that it gives candidates an overview of:</b>	<b>Place a tick if Yes</b>
<ul style="list-style-type: none"> <li>• The tasks involved in the assessment, e.g. 10 written questions and 2 observations. Observations will be done by the assessor/supervisor</li> <li>• The Outcomes and ERs related to each assessment task are recorded, current and correct</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Comments: Well checked and all in order	
<b>The assessment tasks – check that there are tasks to assess each:</b>	<b>Place a tick if Yes</b>
<ul style="list-style-type: none"> <li>• Evidence requirement</li> <li>• Range requirement (if any)</li> <li>• Explanatory note</li> <li>• Outcome</li> <li>• And all are worded clearly, with correct grammar/punctuation</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Comments: Well checked and all are in order	
<b>Judgement and evidence statements/model answers:</b>	<b>Place a tick if Yes</b>
<ul style="list-style-type: none"> <li>• Are provided</li> <li>• Are current, i.e. outcomes</li> <li>• Judgement statements include quality and quantify required in trainee answers, e.g. “3 reasons...”</li> <li>• Evidence statements include examples of trainee answers or reference to model answers</li> <li>• Model answers/answer bank – these are available and correct and current</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Comment: Well checked and all are in order	
Moderator signature	
Date	

## Appendix 9: Sample procedure for assessment and moderation

### NATIONAL INSTITUTE OF TECHNOLOGY

#### PROCEDURES ON ASSESSMENT AND MODERATION

The following procedures shall be applicable to: development, moderation and approval of assessment items; marking and grading of assessment tasks; coursework; organisation of examinations; conduct of students in examination rooms; application for special examination or Aegrotat Pass; grading structure; reporting examination results; and applications for reconsideration of course grades/ results.

##### 1.0 General

- 1.1 All assessments must be prepared by adequately qualified staff.
- 1.2 Each learning outcome in a course must have (an) assessment item(s).
- 1.3 Each assessment item must be aligned to a learning outcome.
- 1.4 The assessment methodology must be appropriate to the nature of the learning outcome.
- 1.5 The volume of assessments in a course and the weighting of each assessment item must be appropriate.
- 1.6 The weighting of each item in an assessment must be clearly shown on the assessment sheet/ examination paper.
- 1.7 The information on the time and value of assessment must be made known to students prior to the conduct of the assessment.
- 1.8 Assessments must be carried out securely and in accordance with the principles of assessment.

##### 2.0 Development and approval of assessment tasks

- 2.1 The assessment, including end of term/semester examinations conducted by NIT, may comprise written, oral and practical examinations as the examiners, with the approval of the Department Assessment Committee, may determine.
- 2.2 The teaching/training staff from departments must convene meetings to assess the final examination papers (including those for special examinations) for standards and coverage before they are sent for printing.
- 2.3 The following procedure must be complied with in the development and approval of assessment items/tasks:
  - (a) Development of assessment items/tasks by the trainer/facilitator;
  - (b) Moderation of assessment items/tasks by a colleague who was not involved in the development of the items/tasks but has knowledge of the subject content;
  - (c) Endorsement of assessment items/tasks by the Programme Coordinator; and
  - (d) Approval by the Department Assessment Committee.

- 2.4 For each assessment, there must be a marking scheme/rubric, which must be prepared prior to the conduct of assessment.
- 2.5 For competency-based assessments, there must be an assessment checklist consisting of outcomes that the student must demonstrate during the actual assessment.
- 2.6 The assessment sheet/examination paper and marking scheme/rubric/assessment checklist must be stored securely by the Programme Coordinator.

### **3.0 Marking and grading of assessment scripts**

#### ***Marking of scripts***

- 3.1 The response to each question in an assessment must be marked.
- 3.2 The marking scheme/rubric must be complied with in the marking of responses to questions in an assessment.
- 3.3 The assessment checklist must be applied in the assessment of students undertaking competency-based assessments.
- 3.4 A high level of consistency shall be observed in the marking of various scripts in an assessment.
- 3.5 The scripts for an assessment must be marked by the trainer/facilitator.

#### ***Moderation of marked scripts***

- 3.6 A sample (5% of the total number of scripts for the assessment) of marked scripts shall be moderated.
- 3.7 The moderation of marked scripts shall be carried out by a staff member who has knowledge of the subject content but was not involved in marking the scripts.
- 3.8 The moderation of the marked scripts shall include checking the marked scripts against the marking scheme/rubric to ensure consistency in marking.

#### ***Finalisation of results/grade of a course***

- 3.9 The following procedure shall be applied to determine the outcome or result of summative assessments:
  - (a) Based on the results of the various assessments done by the student, the trainer/facilitator must make a recommendation on the final result of a student in a course to the Department Assessment Committee;
  - (b) The Discipline Assessment Committee (DAC) must consider the recommendation of the trainer/facilitator and make a recommendation for the endorsement of the result to the Board of Assessment. In the event the DAC does not support the recommendation of the trainer, it must highlight issues that the trainer must rectify and reconvene at a later date to reconsider the recommendation or consider the amended recommendation; and
  - (c) The Academic Board shall consider the recommendation of the DAC and make a decision to approve or refer it back to the DAC with advice. In the event that the recommendation of the DAC is not endorsed by the Academic Board, the DAC shall ensure that it complies with the directions of the Academic Board.

## **4.0 Coursework**

### ***Allocation of marks between coursework and final examination***

- 4.1 The award of a grade shall take into account performance in coursework and examination, or coursework only without any final examination, for a course approved by the Academic Committee to be assessed in that manner.

### ***Deadline for the submission of student coursework***

- 4.2 The deadlines for the submission of coursework shall be as follows:
- (a) Students shall submit for marking the requirements of a course/unit that form part of the continuous assessment process according to the deadlines prescribed by the Training Coordinator.
  - (b) If the Training Coordinator does not prescribe such deadlines, the course/unit requirements shall be submitted to the trainer no later than the last day of lectures for that term/semester.
  - (c) This deadline shall also apply to courses/units that are assessed entirely by coursework.

### ***Minimum requirement for courses***

- 4.3 Students may be required to attain a specified minimum standard of performance and participation (that shall be communicated to each student at the beginning of each course) in the continuous assessment and/or at the final examination.
- 4.4 A student who fails to attain the specified minimum standard of performance and participation mentioned in Clause 4.3 shall be awarded a fail grade notwithstanding the fact that that student may have total marks for the continuous assessment and final examination which are equal to or greater than the pass mark.
- 4.5 A student who fails to attain the specified minimum standard of performance/participation mentioned in Clause 4.3 shall not be considered for an Aegrotat Pass.

### ***Practical and workplace attachment requirement***

- 4.6 Attendance at practical classes is compulsory. Students who fail to complete at least 80% of the practical requirements of a course shall be awarded a fail grade notwithstanding the fact that the student may have total marks for the continuous assessment and final examination which are equal to or greater than the pass mark.
- 4.7 Workplace attachment programmes are compulsory for all students (where this is a requirement to complete the course). The number of hours of attachment differs for each programme. The nominated hours of attachment are compulsory before graduation. The administration and conduct of the workplace attachment shall be guided by the 'Policy on workplace attachment'.

### ***Attendance at lectures, tutorials and practicals***

- 4.8 To pass a course, students must attend at least 80% of lectures, tutorials, practicals and workshops. Students who do not meet the 80% minimum requirement will fail the course.
- 4.9 Students with valid extenuating circumstances for non-compliance with Clause 4.8 must acquire approval for exemption from the Discipline Assessment Committee.

- 4.10 Any variation from this attendance requirement in Clause 4.8 will be reviewed by the DAC and a decision on qualifying for candidacy in an examination will be made by it.

***Publication of coursework marks***

- 4.11 Total and itemised continuous assessment marks shall be published after the end of lectures and before the beginning of the final examinations so that students can check that the marks for each item have been correctly included and that the lecturer has calculated the total coursework mark correctly.

**5.0 Organisation of examinations/major assessments**

- 5.1 The examinations or major assessments shall be held at the places and times specified in the examination timetables published by the authority of the Director, provided that no examinations shall be held on religious or public holidays.
- 5.2 No student shall be examined on any course or part of a course at any time other than that set down in the timetable except with the permission of the Director.
- 5.3 Students shall take the examination in the presence of a duly appointed supervisor/invigilator.
- 5.4 The examination scripts shall be marked by the examiners who, after taking into consideration work done in the course by the student during the term, shall report the percentage mark and grade for the course as a whole.
- 5.5 The scripts of students shall be stored securely by the Programme Coordinator for a period of six months.

**6.0 Conduct in examination/assessment rooms**

- 6.1 Students shall obey all written examination instructions issued prior to or during an examination/assessment, and shall immediately obey all oral instructions of the supervisor.
- 6.2 The rules of the examination shall be issued to each student at least one week prior to the examination/assessment. Printed copies of the rules shall also be posted on notice boards and outside the examination rooms.
- 6.3 The rules governing the conduct of students in the examination/assessment venue must also be read out by the invigilator prior to the commencement of writing of responses by the students.

**7.0 Application for Aegrotat Pass or special examination**

- 7.1 A student who due to circumstances beyond his/her control could not sit for the final examination or major assessment may make an application to sit a special examination or assessment.
- 7.2 A student who considers that his/her performance was seriously impaired due to illness, injury or the death of a family member may apply for an Aegrotat Pass.
- 7.3 An application for a special examination or Aegrotat Pass must be made on the prescribed application form and must be submitted to the Discipline Head within three days from the date of the examination.
- 7.4 An application for a special examination or Aegrotat Pass must provide reasons for the request and documentary evidence in support of the application.

- 7.5 After receipt of an application for a special examination, the Discipline Head shall convene a meeting of the Discipline Assessment Committee to consider the application and make a decision on it.
- 7.6 After receipt of an application for an Aegrotat Pass, the Discipline Head shall convene a meeting of the Discipline Assessment Committee to consider the application and confirm its recommendation on the application.
- 7.7 After confirming its recommendation on an application for an Aegrotat Pass, the DAC must provide a written report to the Academic Board providing information on assessment results of the student, grounds for application and the recommendation(s) of the DAC.
- 7.8 The Academic Board, in consideration of the report by the DAC, shall decide to either approve or decline the application.
- 7.9 The decision of an application for special examination or Aegrotat Pass shall be relayed to the applicant in writing no later than five days from the date the decision was made.

## 8.0 Grading structure

### *Grading system for norm-referenced examinations*

- 8.1 The following grading system shall be used by all disciplines in awarding final grades for academic performance in a course that has norm-referenced assessments:

#### **Pass grades**

Grade	Percentage of marks	Description
A+	89–100	Pass with High Distinction
A	80–88	Pass with High Distinction
B+	74–79	Pass with Credit
B	65–73	Pass with Credit
C+	58–64	Pass
C	50–57	Pass

#### **Other pass grades**

R	Restricted Pass
Aeg	Aegrotat Pass
Comp	Compassionate

#### **Fail grades**

Grade	Percentage of marks	Description
D	40–49	Work below the standard required for a pass
E	Less than 40	Very weak performance

#### **Other fail grades**

NC	Not completed
----	---------------

### *Grading system for competency-based assessments*

- 8.2 For a qualification that comprises learning outcomes or units of competency that have competency-based assessments, the following system shall be applied to report the result of each learning outcome/unit of competency:

Grade	Meaning	Description
C	Competent	The learner being able to consistently apply knowledge and skills to the standard required at the workplace. This implies that the learner is able to transfer and apply skills and knowledge to new situations and environments.
NC	Not competent	The learner not being able to consistently apply knowledge and skills to the standard required at the workplace.

## 9.0 Reporting assessment/examination results

- 9.1 The results and feedback on short tests, assignments, practical tests etc. shall be made available to the students within seven days from the date on which it was administered or submitted.
- 9.2 The feedback on short tests, assignments, practical tests etc. must be constructive and contain information that will enable students to address their learning deficiencies.
- 9.3 A result notice shall be issued to each student at the end of each semester/term, notifying the student of the results of all the courses or units of competency undertaken in the semester/term.
- 9.4 The result notice must contain information on the following:
- Result of the courses/units of competency;
  - Date of issue of results;
  - Signature of the head of the institution
  - The grading structure on the basis of which the grades were awarded; and
  - Procedure for reconsideration of results and date by which such applications must be made.

## 10.0 Reconsideration of course grades/results

- 10.1 A student who is not satisfied with the result or grade of a course may apply for a reconsideration of the course grade/result.
- 10.2 An application for reconsideration of a course grade must be made on the prescribed application form, accompanied with the application fees, and must be sent to the Director of the institution within four weeks of the date of official release of the particular course result.
- 10.3 The reconsideration application fee must be returned to the student if, as a result of the reconsideration, the grade for the course is raised.
- 10.4 The reconsideration of a course grade/result must include:
- (a) A check that the response to each examination question and part question was marked by the marker and given an appropriate mark;
  - (b) A check that the coursework and examination marks were correctly added to arrive at the final mark and grade/result;
  - (c) Remarking any question(s) or part question(s) that had not been marked and awarding appropriate marks;
  - (b) Determining the correct total of all marks obtained by the learner in the course and where necessary, awarding the appropriate grade.
- 10.5 The outcome of an application for reconsideration must be relayed to the applicant in writing no later than 14 days from the date of application.

## Appendix 10: Sample resource acquisition plan

### NATIONAL INSTITUTE OF TECHNOLOGY

#### RESOURCE ACQUISITION PLAN

Given below are the details of the resources that NIT does not have in sufficient stock and will acquire in the future for the delivery of the regional qualification ***Certificate 2 in Sustainable Energy***.

No.	Item description	Quantity	Purchase timeframe	Source of funding
1	Computers	10	December 2017	Fees revenue
2	Textbooks and journals	5	October 2017	Government grant
3	Data gathering equipment	8	October 2017	EU grant
4	Reference books	6	December 2017	Fees revenue



Appendix 11: Sample health and safety certificate

NATIONAL HEALTH AND SAFETY SERVICE  
CERTIFICATE OF WORKPLACE REGISTRATION

This is to certify that

NATIONAL INSTITUTE OF TECHNOLOGY

located at 113 Tom Street, Suva, Fiji has met the stipulated health and safety requirements of a workplace as required under the Health and Safety Act of 2006, and is hereby registered as a health and safety compliant organisation for the period from: DATE to DATE.

Registration No:

.....

Director

Date

Certificate No: ACN 001

.....

Chairperson

Date

## Appendix 12: Sample stakeholder support letter

25 September 2017

The Director  
National Quality Assurance Agency  
Suva  
Fiji

Dear Solomone

**RE: SUPPORT FOR NIT TO DELIVER A REGIONAL QUALIFICATION**

Greetings to you!

This correspondence serves to confirm that the Regional Association of Environment Professionals (RAEP) supports the National Institute of Technology (NIT) to deliver the qualification: Certificate 2 in Sustainable Energy.

NIT is an affiliate of, and its staff members are professional members of the RAEP. It has been actively involved in creating awareness on how to mitigate the effects of climate change and the delivery of qualifications on sustainable energy will further promote its efforts on a global issue.

The Regional Association of Environment Professionals (RAEP) wishes to sincerely thank you for your support in the accreditation of the regional qualifications in sustainable energy. RAEP also notes with interest, the establishment of systems and processes for the delivery of the qualifications by interested higher education institutions and other organisations and wishes to state that RAEP stands ready to assist in this area.

Kind regards and I wish you all the best!

Yours sincerely

.....  
John Liumuri  
Secretary, RAEP

## Appendix 13: Sample filled application form

APPLICATION TO DELIVER A REGIONAL QUALIFICATION FORM	
Name of institution/organisation	National Institute of Technology
Name of qualification to be delivered	Certificate 2 in Sustainable Energy

### APPLICATION CHECKLIST

- ☐ Accreditation certificate
- ☐ Legal registration certificate
- ☐ Organisational chart
- ☐ Financial viability report
- ☐ Grievance procedures
- ☐ Workplace attachment policy
- ☐ Assessment plan
- ☐ Policy and procedures on assessment and moderation
- ☐ Resource acquisition plan
- ☐ Health and safety certification
- ☐ Documentation on endorsement by regional industry association or professional association

### FOR OFFICIAL USE

Application number: \_\_\_\_\_ Receiving officer: \_\_\_\_\_

Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

### A. DETAILS OF INSTITUTION/ORGANISATION

#### A.1 Name and contact details

Name of institution/organisation	National Institute of Technology (NIT)	
Business name(s)	National Institute of Technology	
Postal address	123 Waimanu Road	
	Suva	
	Fiji	
Business address	PO Box 456	
	Suva	
	Fiji	
Contact numbers	Tel: (679) 3313799	Fax: (679) 3313709
Web address (if any)	www.nit.org.fj	
Email address (organisational)	nitenquiries@nit.ac.fj	

#### A.2 Authorised contact person

Name	Alvin Goundar
------	---------------

Position	Programme Coordinator
Postal address	123 Waimanu Road
	Suva
	Fiji
Contact numbers	Tel: (679) 3313799 ext 678      Fax: (679) 3313709 Mobile: (679) 9906781
Email address	

### A.3 Accreditation status

Is the institution/organisation accredited/registered as a training provider in its home country by the national accrediting agency?

Yes ☒ No ☐

If yes, provide the following information pertaining to its accreditation and proceed to **Section C**:

Accreditation/registration number	AC 123/16
Name of accrediting/registering agency	Fiji Commission of Higher Education and Training
Period of accreditation/registration	7 October 2016 – 6 October 2019
Conditions of accreditation/registration (if any)	<ul style="list-style-type: none"> <li>• Improve IT infrastructure</li> <li>• Review Policies and Procedures</li> <li>• Establish learner support mechanisms</li> </ul>

[Attach a copy of the accreditation certificate. Name this attachment: **Annex 1 – Accreditation certificate**]

## B. INSTITUTION/ORGANISATION ESTABLISHMENT DETAILS

(To be completed by non-accredited training providers only). [NB: In this example NIT is an accredited institution, however Part B has also been filled in for reference.]

### B.1 Institution details

Date of establishment	8 January 2010
Legal registration details	Nature of registration: Registration as a non-profit organisation Registration number: NP 115/10
Core business	Education and Training
Vision	A world class destination for technical vocational education and training
Mission	National Institute of Technology provides quality education and training that enable a diverse student population to achieve its educational goals. Programmes are enhanced by developing and maintaining partnerships with industry, professional organisations and the community. The teaching staff demonstrate a high level of commitment to teaching and learning, and work sincerely to serve the Institution and the community.

Goals	<ul style="list-style-type: none"> <li>• To train middle level professionals who could make valuable contribution to their communities in various TVET areas.</li> <li>• To provide leadership in the improvement of teaching, learning, and the assessment of educational outcomes across the life span through research and technology.</li> <li>• To enhance the commitment and values in staff and students who are able to embrace the principles of diversity, social justice and equal rights for all.</li> <li>• To provide leadership in the development of collaborative, professional relationships with industry, professional organisations, and other institutions focused on improving the strategies to address skill gaps within the communities and workplaces.</li> <li>• To sustain a caring, supportive culture throughout all campuses of the Institution.</li> <li>• To enhance the effective and efficient management of the College and its resources.</li> </ul>
Owners/ directors of organisation	<p>Selai Waqainabete Nainoca – Chairperson  Rajendra Prasad – Director  Ram Anoj Sharma – Director  Daryl Gibson – Director  Susana Sen – Director</p>

[Attach a copy of the legal registration certificate OR equivalent. Name this attachment: **Annex 2 – Legal registration certificate**]

**B.2 Describe briefly the institution's/organisation's history, including information on any training that it has provided or is providing.**

The National Institute of Technology commenced operations under the name of Technical Training College in 1995. In its initial year, it had a student roll of 45, staff roll of 4 and offered 3 programmes from its head office situated at Rara Street in Nausori.

The institution expanded rapidly from its inception to the year 2017, when its name was changed to the National Institute of Technology. The institution now has a student roll of about 1300. A total of 12 new programmes were developed, bringing to 15 the total number of programmes that the institution now offers. The other developments include the construction of state of art buildings and laboratories. The institution now offers programmes from three different locations, and has a total of 145 appropriately qualified and experienced staff.

With the institution having established itself as a reputable provider of education and training in Fiji, it has now embarked on a mission to have it and its qualifications accredited by the national and regional quality assurance agencies.

**B.3 Does the institution/organisation have a strategic plan that has outputs and goals on education or training?**

Yes ☒ No ☐

If yes, list outputs and goals on education and training provision.

**Outputs**

- Extend the range of quality higher education programmes through increased services and meeting industry needs.
- Build market share and respect for the value and difference of the institution's higher education and training.
- Expand opportunities for, and academic capability of, staff.
- Build and extend the capabilities of the institution's higher education to support the consolidation and growth phase of its higher education and training.

**Goals**

- Review of all programmes
- Development of new programmes
- Upgrading of staff
- Upgrading of teaching and learning facilities
- Establishment of a learning support centre
- Construction of an IT Lab

**B.4 Does the institution/organisation have a training department/division?**

Yes ☒ No ☐

If yes, provide the following information about the department/division and its head:

Name of department	Department of Energy Training
Name of head of department (HOD)	Alvin Goundar
Academic qualifications of HOD	BSc, PGDiP (Environmental Science), MSc (Renewable Energy)

[Attach a copy of the organisational chart showing the positions in the department/division, reporting lines and the placement of the department within the entire organisation. Name this attachment: Annex 3 – Organisational chart]

**B.5 Explain the arrangements (including structures and processes) to quality assure the delivery of the qualification by the provider/organisation.**

The following procedure ensures a quality delivery of training by the provider:

- The curriculum is developed by the trainer and endorsed by the staff of the Energy Department
- The training is delivered by the trainer and the delivery is monitored by the HOD
- The assessment tools are developed by the trainer, moderated by a colleague and approved by the Departmental Assessment Committee
- The assessment is administered in accordance with the rules of examinations/assessment
- The marking/grading is done by the trainer, moderated by a colleague, endorsed by the DAC, and approved by the Academic Board
- Both staff and students have an opportunity to evaluate courses and make contributions to the review of the programme.

**B.6 Does the institution/organisation have the financial capacity and viability to sustain quality delivery of the qualification?**

Yes ☒ No ☐

If yes, provide information on the sources and level of funding (including amounts of fees charged, if applicable).

The institution allocates a certain level of financial resources on the delivery of qualifications in sustainable energy. The sources of funding are:

- a. Government grant – The Government funding is under an MOU that was signed in 2014. Under the MOU, the Government provides \$700,000 annually. The MOU will be in place for 10 years after which the two parties will enter into a new MOU.
- b. Grant from European Union – The EU funding is also under an MOU. Under the MOU, EU will provide 300,000 euros annually for 6 years for training on sustainable energy and climate change adaptation.
- c. Fees collected from students enrolled in the programme – On average, 25 new students are admitted to each programme at the beginning of each academic year. The fees charged to a student for a Certificate 2 level qualification is \$2000 per annum.

[Attach a copy of the provider's/organisation's budget OR financial forecast, showing clearly the amount that has been allocated for training and the projected revenue and their sources. Name this attachment: **Annex 4 – Financial viability report**]

**B.7 Does the institution/organisation have arrangements and procedures for the following:**

	Yes	No
(a) Students seeking refunds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) Raising grievances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) Seeking review of the decisions made by the provider on training delivery, assessment and other associated processes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, provide details on the procedures and conditions for making and processing applications.

The arrangements are as follows:

Refund of fees:

- 1 A student who wishes to withdraw from a course/unit for which he/she does not wish to be assessed must apply in writing no later than the end of the seventh week of the semester/term.
2. The withdrawal from a unit/course shall be subject to the following:
  - (a) For applications received by the end of the first week, the student shall be refunded the full fees.
  - (b) For applications received between the end of the first week and the end of the fourth week, the refund shall be 50% of the course/unit fees.
  - (c) For applications received after the end of the fourth week, there shall be no refund of fees.

Raising grievances:

Reporting cases of general misconduct

- 1 A student or staff member who wishes to lodge a complaint on unacceptable behaviour against another student or a member of staff shall file the complaint in writing.
- 2 For the purposes of giving effect to Clause 1, all complaints on unacceptable behaviour shall be made on the form "Reporting General Misconduct", accompanied by evidences, if any.
- 3 The complaint shall be lodged with the Secretary of the Disciplinary Committee, within 7 days of the occurrence of the behaviour.

Filing appeals

(A) Decisions that could be reviewed/appealed

- 1 A student who feels aggrieved by the decision of the Disciplinary Committee may apply to the Appeals Committee for a review of the decision.
- 2 A student who feels aggrieved by the decision of the Management Team and/or Academic Board, in relation to the matters described below may apply to the Appeals Committee for a review of the decision:
  - a) Admission, registration and withdrawal
  - b) Refund of fees
  - c) Assessment outcomes/results
  - d) Programme completion and graduation

(B) Making an application for appeal

- 1 An application for appeal shall be made no later than 10 days from the date of notification of the decision.
- 2 An application for appeal shall be made in writing on the form "Application for Appeal".
- 3 The application must mention the grounds of appeal.
- 4 There shall not be any fees for filing an application for appeal.



Processing applications:

(A) Addressing issues of misconduct

- 1 Upon receipt of a complaint or report on misconduct, the Disciplinary Committee shall:
  - (a) inform the student or staff about the allegation against him/her;
  - (b) provide a copy of the evidence on the basis of which the allegation was made; and
  - (c) invite the student or staff member to respond to the allegation in writing within 10 days from the date of notification.
- 2 After the expiry of the 10-day period, the Disciplinary Committee shall convene its meeting to hear the allegation and make a decision.
- 3 The student or staff against whom the allegations have been made shall be allowed to be present in the Disciplinary Committee meeting to answer to and defend himself/herself against the allegations.
- 4 In the case of an allegation relating to general misconduct, the complainant shall have the right to appear before the Disciplinary Committee in person to present his/her case.
- 5 In the event the Committee requires additional information before a decision could be reached, the Committee may decide to reconvene at a date by which such information is received.
- 6 The decision of DC shall be relayed to the student concerned in writing within 5 days from the date the decision was made.

(B) Hearing an application for appeal

- 1 Upon receipt of an application for appeal, the Appeals Committee shall inform the respondent in writing and make available a copy of the application to the respondent.
- 2 The Appeals Committee shall invite the respondent to respond to the application in writing within 21 days from the date on which the respondent was informed about the application for appeal.
- 3 The Appeals Committee shall, within 7 days of the receipt of submission from the respondent, fix a time for the hearing and inform the appellant and respondent of the same.
- 4 Both parties shall have the right to appear before the Appeals Committee in person, and where appropriate, to present or defend their case.

[Attach documentation on grievances and appeals. Name this attachment: **Annex 5 – Grievance procedures**]

- B.8 Does the institution/organisation disseminate information on: the features of the qualification; admission criteria and requirements; processes and procedures on selection and recruitment; and learner progress and achievement?**

Yes ☒ No ☐

If yes, explain how it is done.

1. The institution has a website which is freely accessible to the public.
2. The website has information about the institution's organisational details (vision, mission, goals, etc.) and its training products, admission criteria and requirements for all programmes, and processes and procedures on selection and recruitment.
3. It provides information about its training products in the print and broadcast media for the public.
4. The institution has promotional meetings in schools and communities to inform the public about itself and its training products.
5. It produces and disseminates brochures, posters and programme guides to inform the public about its training products.
6. For each programme, information on: Programme name, admission criteria, expected duration, structure, fees and possible career opportunities is clearly documented and made available to the public.

**B.9 What mechanisms are there for the collection and management of student data? Comment on nature of data collected and the means for storage.**

**Means of collection and storage:**

Various application forms are available for the students and public to fill and submit. The information on paper forms is then entered into the online system which maintains all data systematically and securely. Alternatively, users could log onto the student management system directly and submit their applications online.

**Nature of data collected:**

The system has a provision to capture data on: personal and contact details, programme admission and completion, course enrolment and completion, assessment outcomes and results, examination timetables, graduation, and fees details.

**B.10 What transitory arrangements are in place to safeguard the interests of learners should there be a winding up of the training programme or the institution/organisation?**

The institution has secured long term Government and EU grant to ensure its operations continue, thus chances are very limited that the institution will be forced to cease operations. The institution has a policy that a programme would not be removed from the list of offerings until the last batch of students enrolled in it have completed their studies. In the unlikely event the institution has to close or suspend the offering of a programme, it will ensure that students who are enrolled in it are:

- Provided assistance to enrol in a similar programme at another institution and to acquire credit transfer for the courses/units successfully completed;
- Refunded any fees that were paid for the semester/term;
- Provided qualification details, course details, and transcripts for the courses completed at no cost to the students.

**C. QUALIFICATION DETAILS**

**C.1 Provide the following information pertaining to the qualification that you intend to deliver.**

**Qualification summary:**

Name of qualification	Certificate 2 in Sustainable Energy
Subject area	Sustainable Energy
Level	2
Credit	40

**C.2 Selection and admission requirements (also state co-requisites, prerequisites and entry restrictions if any).**

This qualification is aimed at those who have work experience in the energy sector or those who have already completed Certificate 1 in Sustainable Energy.

**C.3 In the table below, provide information on the learning outcomes and their levels and credits.**

No.	ID No.	Name	Level	Credit
1	CG2001	Participate in a team towards an objective	2	4
2	CG2002	Collect, present and apply workplace information	2	4
3	CG2003	Identify and use appropriate Cultural Protocols for communities for Pacific Island countries	2	6

4	SE2001	Apply tools, equipment, materials relevant to task in RET and Energy Efficient practices	2	8
5	SE2002	Describe and explain basic Renewable Energy Technologies (RETs) and energy saving practices	2	7
6	SE2003	Provide basic sustainable energy solutions for energy reduction in residential, commercial and industrial premises	2	7
7	SE3203	Promote and contribute to energy efficiency	3	4

#### D CRITERIA FOR QUALIFICATION DELIVERY

##### D.1 Criterion 1 – Delivery and learning methods

(Teaching and learning approach must be appropriate to meet learning outcomes, and arrangements for any practical and workplace requirements are appropriately negotiated with employers (or organisations) to meet these requirements)

##### D1.1 State the delivery site(s) and mode(s)

Delivery site	Delivery modes	Tick where appropriate
1. Central Campus 233 Waimanu Road Suva	Face to face	<input checked="" type="checkbox"/>
	Distance	<input type="checkbox"/>
	Blended (combination of face to face and distance)	<input type="checkbox"/>
	Other .....	
2 Western Campus 123 Drasa Avenue Lautoka	Face to face	<input checked="" type="checkbox"/>
	Distance	<input type="checkbox"/>
	Blended (combination of face to face and distance)	<input type="checkbox"/>
	Other .....	

##### D1.2 Are there any practical, field or other work-based components undertaken away from the usual delivery site(s)?

Yes ☒ No ☐

If yes, indicate (by putting a tick (✓) if YES or cross (X) if NO) if the workplace attachment policy makes arrangements/provisions on the following:

- ☒ Selection of an appropriate workplace
- ☒ Selection of a suitably qualified workplace supervisor
- ☒ Provision of feedback to learners from workplace supervisors/assessors
- ☒ Clarification of specific roles and responsibilities of learners, workplace supervisors and trainers in the duration of the attachment
- ☒ Identification of personnel responsible for coordinating, carrying out and reporting assessment, moderation and evaluation of practical work-based components
- ☒ Work rotation to enable the learner to be exposed to all aspects of the job
- ☒ Safety and welfare of learners in the duration of the attachment

[Attach a copy of the policy on workplace attachment. Name this attachment: **Annex 6 – Workplace attachment policy**]

## **D.2 Criterion 2 – Assessment and moderation**

(Assessment schedule and moderation processes should be appropriate for the programme and its delivery)

D2.1 In the template shown in the Annex, provide an assessment plan for each component.

[Attach a copy of assessment plan. Name this attachment: **Annex 7 – Assessment plan**]

D2.2 Describe the arrangements on the quality assurance of the following:

### **D2.2.1 Development of assessment strategy, items and tools**

(This refers to the processes applied and the personnel involved in the selection of an assessment strategy and the development, vetting, moderation and approval of assessment items)

The following procedure is applied in the development and approval of assessment items/tasks:

- (a) Assessment items/tasks are prepared by the trainer/facilitator;
- (b) Assessment items/tasks are moderated by a colleague who was not involved in the development of the items/tasks but has knowledge of the subject content; and
- (c) Assessment items/tasks are endorsed by the Programme Coordinator and approved by the Department Assessment Committee.

### **D2.2.2 Administration of assessment**

(This refers to the selection of personnel involved in the construction of tests, supervision of candidates during the actual test and the scoring of scripts)

- a) Short tests and assessments are normally developed and administered by the trainers/teachers themselves.
- b) End of term/semester examinations are developed using the process illustrated in 2.21 and the administration/supervision of the examinations/assessments is done by a staff member who was not involved in teaching/training delivery.
- c) Assessments are marked/graded by the trainer and a sample of marked scripts is moderated by another staff member.

### **D2.2.3 Grading and determination of assessment outcomes**

(This refers to the processes and personnel involved in (at various levels) the determination of assessment outcomes and results)

The following procedure is applied to determine the outcome or result of summative assessments:

- (a) Based on the results of the various assessments done by the student, the trainer/facilitator must make a recommendation on the final result of a student in a course to the Department Assessment Committee;
- (b) The Discipline Assessment Committee (DAC) must consider the recommendation of the trainer/facilitator and make a recommendation for the endorsement of the result to the Board of Assessment. In the event the DAC does not support the recommendation of the trainer, it must highlight issues that the trainer must rectify and reconvene at a later date to reconsider the recommendation or consider the amended recommendation; and
- (c) The Academic Board shall consider the recommendation of the DAC and makes a decision to approve or refer it back to DAC with an advice. In the event that the recommendation of the DAC is not endorsed by the Academic Board, the DAC shall ensure that it complies with the directions of the Academic Board.

D2.3 Indicate if the Assessment and Moderation Policy has provision for the following:

Pre- and post-assessment meetings with learners	✓
Re-assessments, special assessments and dealing with impaired performance where learners cannot complete an assessment because of circumstances beyond their control	✓
Appeals and review of assessment decisions	✓

D2.4 Describe how the learners would be provided with regular feedback on progress and final achievement (comment on the means and frequency of feedback).

- For all coursework tasks, the assessments are marked and the marked script, showing comments on why the response was not adequate (where appropriate), is provided to the student within 7 days of the date of assessment.
- For competency-based assessments, a checklist showing outcomes/skills that the student has met/displayed, is prepared and provided to the student.
- For all end of semester examinations, the result is provided on the result notice after the results have been confirmed by the Academic Boards.

D2.5 Explain the internal and external moderation procedures.

- Internal moderation involves the following:
- Vetting of all assessments and trial sitting of the examination papers by another staff member who was not involved in the development of assessments tasks/examination papers but has knowledge of the subject content. Based on the feedback of the moderator, the assessments tasks/examination papers are adjusted accordingly.
  - Vetting 5% of the total number of marked/graded assessments to ensure consistency and compliance with the marking scheme/rubric. Based on the feedback of the moderator, the marking/grading is adjusted accordingly.

[Attach a copy of the policy and/or procedures on assessment and moderation. Name this attachment: **Annex 8 – Policy and procedures on assessment and moderation**]

### D.3 Criterion 3 – Resources

(Physical, teaching and learning resources should be sufficient for the level of the programme and appropriate to the methods of delivery)

D3.1 What would be the teacher/trainer to learner ratio for the qualification for the stated delivery modes?

Teacher facilitation ratios vary but a guide is given with a maximum in a face-to-face learning environment which would 1 teacher to 14 students (1:14). This 'classroom' situation is most likely to occur in schools and technical training colleges and facilitate a physical safe learning environment.

When learning is occurring in an independent manner using project work with groups and ICTs trainer facilitation and guidance will enable a higher number of students. A maximum of a ratio of 1:25 is recommended in order to ensure effective learning.

D3.2 Provide information on the staff who would be involved in the delivery of the qualification.

No.	Name of staff	Qualifications (professional and technical)	Experience
1	Solomoni Bera	<ul style="list-style-type: none"> <li>Master of Arts in Geography, USP, Fiji</li> <li>Postgraduate Diploma in Climate Change, USP, Fiji</li> <li>Postgraduate Diploma in Sustainable Development, Macquarie University, Australia</li> <li>Bachelor of Science [Biology/Chemistry], USP, Fiji</li> <li>Diploma in Education, USP, Fiji</li> </ul>	<ul style="list-style-type: none"> <li>Climate Change Advisor, SPC, Fiji</li> <li>Director of Environment, Ministry of Local Government, Fiji</li> <li>Board Member, National Employment Centre, Ministry of Labour, Fiji</li> <li>Senior Environmental Officer, Department of Environment, Fiji</li> <li>Senior Tourism Officer, Department of Tourism, Fiji</li> </ul>
2	Ulita Senikau	<ul style="list-style-type: none"> <li>Master of Engineering Studies, University of Technology, Australia</li> <li>Master of Science in Energy, USP</li> <li>Postgraduate Diploma in Physics, USP</li> <li>Bachelor of Science in Environmental Studies, USP</li> <li>International Diploma in Tertiary Teaching, FIT</li> <li>Graduate Certificate in Tertiary Teaching, USP</li> </ul>	<ul style="list-style-type: none"> <li>Technical Advisor Energy, SPC</li> <li>Deputy Director of Energy, Department of Energy, Fiji</li> <li>Principal Scientific Officer, Department of Energy, Fiji</li> <li>Scientific Officer, Department of Energy, Fiji</li> <li>Lecturer in Electrical Engineering, FNU</li> <li>Coordinator for Renewable Energy Technologies Programme, FNU</li> <li>Physics and Mathematics Teacher, MoE, Fiji</li> </ul>

Curricula vitae and certified copies of the academic certificates/transcripts of staff must be maintained and available for verification during site visits.

D3.3 In the table below, provide information on all teaching and learning resources that are available to support the delivery of the qualification.

No.	Name of resource	Remarks on availability (required/preferable)
1	Australian/NZ resources contextualised for Pacific context	Available through online resources specific to units standards
2	Resources Books published by GSES: Grid-connected PV Systems Design and Installation	Sustainable Energy Industry Association of the Pacific Islands (SEI-API) is distributing agency in the Pacific region
3	Renewable Energy Technology specifications	Available from various manufacturers
4	Manufacturers' data sheets for different models of components such as inverters, and switch gear	Available on internet and directly from suppliers



5	Equipment, tools and resources required for the different units in SE and different strands of RETs.	PacTVET will meet some needs, existing in country resources may be accessed, planning for further purchases through budgeting and further development partner opportunities.
6	Trainer/Facilitator/Teacher referencing guide	Available online and noted in Workplace Manuals for relevant jobs/unit standards (Annex 7)
7	Teaching and learning key support resources: per certificate (accessible online)	Under development by the PacTVET team
8	Teaching and learning key support resources (YouTube, videos)	USB provided by PacTVET team per country

[For items not yet purchased but will be purchased subject to approval to deliver the qualification, attach an acquisition plan. Name this attachment: **Annex 9 – Resource acquisition plan**]

D3.4 What physical facilities, including buildings, furniture, laboratories etc., does the provider/organisation have to facilitate the delivery of the qualification?

Classrooms, Library, Common Rooms, Staff Offices, Discussion Rooms, Computer Room, Laboratories and Ablution Block

D3.5 Are the physical facilities compliant with the country's standards for health and safety?

Yes ☒ No ☐

[If yes, attach documentary evidence. Name this attachment: **Annex 10 – Health and safety certification**]

D3.6 List all support/guidance systems accessible to learners for the qualification.

Students are encouraged to support each other in the learning process in addition to support offered by a trainer/facilitator/assessor. Electronic resources will be available for students seeking additional information to access independently (refer above).

SEIAP provides networking and training opportunities to support learning in sustainable energy. Seminars and online resources will be available through the SEIAP/PPA. All students engaged in formal learning in a regionally endorsed SE qualification have access to these services free of charge.

The Industry Standards Advisory Committee (ISAC) group through SEIAP will also provide a mentoring service for students undertaking learning in a regionally endorsed SE qualification where students will be matched with a locally based experienced person who can provide personalised support for the student learning. In addition where possible this mentoring arrangement will provide the student with practical work experience in sustainable energy related fields.

#### D.4 Criterion 4 – Completion requirements

(Requirements for programme completion should be clear and relevant for the level of the qualification)

##### D4.1 What are the core courses and electives (if any) in the qualification?

All unit standards are compulsory. The unit standards are categorised as core units (CR coding) if they are relevant to technical skills in Sustainable Energy. There are 4 core unit standards in the Certificate 1 in Sustainable Energy qualification:

SE2001: Apply tools, equipment, materials relevant to tasks in RETS and Energy Efficient practices

SE2002: Describe and explain basic Renewable Energy Technologies (RETs) and energy saving practices

SE2003: Provide basic sustainable energy solutions for energy reduction in residential, commercial and industrial premises

SE3203: Promote and contribute to energy efficiency

There are 3 generic skills unit standards (CG coding):

CG2001: Participate in a team towards an objective

CG2002: Collect, present and apply workplace information

CG2003: Identify and use appropriate cultural protocols for communities for Pacific Island countries

##### D4.2 State the requirements for the completion of the qualification, including maximum and minimum periods of time (if any), minimum attendance and coursework requirements and progression requirements.

The requirements for satisfactory completion of the Certificate 2 in Sustainable Energy are demonstrated satisfactory performance in all the outcomes for each of the 7 unit standards.

Assessment will be mainly formative. Quantitative measures such as 'marks' and 'grades' are not given but rather skills and knowledge are assessed as either satisfactory or not yet satisfactory. Satisfactory performance is based on workplace standards and means the person is assessed as demonstrating the skills and knowledge that would be expected at the particular job level. If the learner does not demonstrate satisfactory performance then an opportunity to engage in further learning/instruction should be provided.

Assessment will be mainly formative to provide the learner with time to master the skills and applied knowledge. Feedback is used to encourage the learner and multiple opportunities to perform a task are provided if necessary.

Single unit standards may be awarded competency when satisfactory completion of the learning outcomes has been achieved. However for satisfactory completion of the Certificate 2 in Sustainable Energy the learner must have been assessed as competent in 7 compulsory unit standards.

##### D4.3 State the grading system and structure.

- a) For a qualification that comprises learning outcomes or units of competency that has competency-based assessments, the following system is applied to report the result of each learning outcome/unit of competency:

Grade	Meaning	Description
C	Competent	The learner is able to consistently apply knowledge and skills to the standard required at the workplace. This implies that the learner is able to transfer and apply skills and knowledge to new situations and environments.
NC	Not Competent	The learner is not able to consistently apply knowledge and skills to the standard required at the workplace.



- b) The following grading system is applied in awarding final grades for academic performance in a course that has norm-referenced assessments:

#### Pass Grades

Grade	Percentage of Marks	Description
A+	89-100	Pass with High Distinction
A	80-88	Pass with High Distinction
B+	74-79	Pass with Credit
B	65-73	Pass with Credit
C+	58-64	Pass
C	50-57	Pass

#### Other Pass Grades

R : Restricted Pass      Aeg: Aegrotat Pass      Comp: Compassionate

=====

#### Fail Grades

Grade	Percentage of Marks	Description
D	40-49	Work below the standard required for a pass
E	Less than 40	Very weak performance

#### Other Fail Grades

NC      Not Completed

- D4.4 Provide an overview of any progression opportunities or pathways from the proposed qualification to other qualifications.

There are 4 Certificates in Sustainable Energy. The field of Energy includes a broad spectrum of skills and knowledge pertaining to renewable energy sources, renewable energy technologies, energy efficiency and energy management. Certificates 1 and 2 in Sustainable Energy are generic qualifications. Certificates 3 and 4 in Sustainable Energy offer strands in elective fields of renewable energy: Solar, Micro-Hydro Power, Hybrid Wind and Biomass. Certificate 3 provides an additional strand of Energy Efficiency which leads to the Certificate 4 level strand in Energy Management.

This Certificate level 2 provides a progressive opportunity to the Certificate 3 in Sustainable Energy. 1 core skills standard in this Certificate 2 in Sustainable Energy at level 3 being SE3203 is common to the Certificate 3 level qualification in Sustainable Energy. Through a mutual recognition process credit is given for unit standards satisfactorily completed which would consequently reduce the credit points/learning hours needed if following a pathway in the qualifications in Sustainable Energy. This is a motivator to continue further learning to higher level qualifications in the industry sector of Sustainable Energy.

#### D.5 Criterion 5 – Monitoring and evaluation

D5.1 State the strategy (processes, participants, and timing) on the regular monitoring and evaluation of the qualification and its components.

The following process is applied for the monitoring and evaluation of the qualification and its components:

- a) The delivery of courses within a programme is monitored by the respective Programme Coordinator during the course of the semester.
- b) Students studying a course have an opportunity to evaluate it at the end of the semester.
- c) At the end of the delivery of a course, the curriculum and assessment are reviewed internally by the course facilitators and the Programme Coordinator to determine relevance and extent of alignment with the learning outcomes.
- d) A report on the evaluation of the course and review of the curriculum and assessment is prepared and considered by the Departmental Assessment Committee and Board of Studies.

#### D.6 Criterion 6 – Support for qualification delivery

[Attach a letter of support for your application to deliver the qualification. This letter must be from the respective regional industry association or professional association. Name this attachment: **Annex 11 – Documentation of support from industry association**]

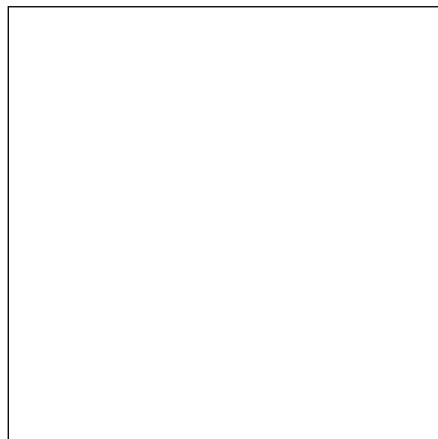
#### DECLARATION

I, \_\_\_\_\_, of \_\_\_\_\_,  
[full name of authorised officer] [name of the organisation/provider]

do solemnly and sincerely declare that the information contained on the preceding pages and attachments is true and correct, and I make it with the understanding and belief that incorrect information will invalidate the application and make it null and void.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 14: Evaluation of delivery and validation of assessment report template

### EVALUATION OF DELIVERY AND VALIDATION OF ASSESSMENT REPORT TEMPLATE

[TO BE COMPLETED BY THE VALIDATOR]

#### Instructions to the validator:

The tables below contain outcomes against which the delivery of training and assessment practices and provisions of learners undertaking a regional qualification would be validated.

A tick (✓) must be placed in the third column for each outcome that has been met. Comments, and details of the evidence provided in support of the outcome, must be added in the 'Comments' column.

<b>Name of qualification</b>	
<b>Name of provider</b>	
<b>Provider's address</b>	<b>Postal address:</b>  <b>Business address:</b>
<b>Name of validator</b>	
<b>Contact details of validator</b>	<b>Postal address:</b>  <b>Telephone No:</b>  <b>Email:</b>
<b>Date of validation</b>	

#### SECTION A

##### A.1 General

No.	Outcome	Y/N	Comments
1	The classrooms and laboratories are conducive to learning and teaching		
2	The organisation has a format for session plans		
3	The organisation has a systematic method of capturing and maintaining information on learners		

##### A.2 Resources

No.	Outcome	Y/N	Comments
4	The resources required for the delivery of the qualification are available		
5	The resources are appropriate, current and sufficient for the qualification content		
6	The resources make allowance for industry-specific requirements		
7	The trainers are adequately qualified and experienced		

### A.3 Training delivery

No.	Outcome	Y/N	Comments
8	There is a clearly documented session plan		
9	The content is appropriate to the learning outcomes		
10	The pace of delivery is appropriate		
11	The delivery method is appropriate to the learning outcomes		
12	The delivery is clear, concise and easy to follow		
13	The resources and training aids utilised in the delivery of training are appropriate and sufficient		
14	The trainer demonstrated sound knowledge and understanding of the subject matter		
15	The trainer used appropriate assessment strategies to ascertain learners' understanding of the concepts being taught		
16	The trainer maintained a friendly but disciplined training environment at all times		
17	The training was evaluated to determine if learning outcomes were met		
18	The trainer managed time efficiently and was able to adequately cover the activities in the training plan		

### A.4 Assessment

No.	Outcome	Y/N	Comments
19	The assessment plan is clearly documented and is practicable in terms of resources, personnel and timeliness		
20	Assessment was carried out in accordance with the assessment plan		
21	Assessment instructions are clearly documented		
22	There are provisions to provide information on the requirements and conditions of assessment to learners		
23	The assessment tasks and assessment strategy are appropriate to the nature of learning outcomes and the cohort of learners		
24	There are assessment tasks/items for all components and learning outcomes		
25	The volume, weighting and timing of assessments is appropriate		
26	Information on the volume, weighting, timing and any requirements and conditions of assessment was provided to learners prior to the conduct of assessment		
27	The assessment items were moderated		
28	The assessment outcomes/results were moderated		
29	There is a system for grading the performance of learners in assessments		
30	There are processes and panels for approving and making decisions on assessment outcomes/results		

No.	Outcome	Y/N	Comments
31	The proceedings of assessment boards/panels have been documented		
32	There are systems in place to ensure that the work and evidence submitted by learners are their own work		
33	There are provisions for re-assessment, special assessment, and dealing with impaired performance		
34	There are provisions to enable learners to seek a review of decisions on assessment		
35	There is a system for the provision of regular feedback on assessment to learners		
36	The feedback on continuous assessment is timely, constructive and developmental		
37	Assessment records are stored safely		

## GENERAL COMMENTS AND STATEMENT BY VALIDATOR

### GENERAL COMMENTS

### RECOMMENDATIONS

### *Statement by validator*

I,.....(*name of validator*) hereby declare that I have validated the delivery and assessment of .....(*name of qualification*) offered by .....(*name of provider*) and hereby confirm that the qualification was delivered **appropriately/inappropriately** (*circle one*) and the assessment practices were **sound and credible/not sound and credible** (*circle one*).

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

# SUPPLEMENTARY DOCUMENTS

## Sample procedures on admission, registration, withdrawal and payment of fees

### NATIONAL INSTITUTE OF TECHNOLOGY

#### PROCEDURES ON ADMISSION, REGISTRATION, WITHDRAWAL AND PAYMENT OF FEES

The following procedures shall be applicable for: admission and registration of students into a programme and units/courses; cancellation of registration of students; withdrawal from courses; and payment of fees.

##### **1.0 Admission**

- 1.1 For admission into a programme of study, a prospective student must fill the form “Application for admission into a programme”.
- 1.2 Completed admission forms must be received by the institution at least a month prior to the commencement of the semester/term.
- 1.3 An admission application received later than the timeline specified in 1.2 shall be deemed late and may not be considered for studies commencing in the upcoming semester/term.
- 1.4 For admission into a programme of study, the applicant must meet the criteria for admission stipulated for the programme.
- 1.5 To be admitted to a programme, a person shall have:
  - (a) Pass in Form 6/Year 12 or equivalent with English; or
  - (b) Two years or more relevant work experience with pass in Form 4/Year 10 or equivalent with English; or
  - (c) Recommendation letter from the employer and reports from professional referees for those who do not meet criteria (a) and (b).
- 1.6 A person whose application for admission has been approved shall be notified about the outcome of the application in writing.
- 1.7 No person shall be admitted to more than one programme concurrently.
- 1.8 NIT may decline to enrol a person into a programme of study on the grounds of:
  - (a) insufficient resources; or
  - (b) insufficient academic progress by the person at another tertiary institution.

## **2.0 Registration**

- 2.1 A person who has been accepted into a programme of study must register for the appropriate units/courses.
- 2.2 The registration for the units/courses in a semester/term must be completed no later than the end of the first week of the semester/term.
- 2.3 The registration for units/courses after the end of week 1 of a semester shall be deemed late and will incur a penalty of \$50.
- 2.4 No student shall be allowed to register for a unit/course after the end of the fourth week of the semester.

## **3.0 Cancellation of admission or registration**

- 3.1 The institution, may, at any time decline or cancel any student's admission to any programme or any student's registration for any course if it is satisfied that information supplied in support of the application was false or misleading.
- 3.2 In the event that the admission is declined or cancelled subject to 3.1, the student may reapply after one (1) semester/term and that application shall be considered as a new application.
- 3.3 For existing students, the matter shall be referred to the Student Discipline Committee.

## **4.0 Withdrawal from units/courses**

- 4.1 A student who wishes to withdraw from a unit/course for which he/she does not wish to be assessed must apply in writing no later than the end of the seventh week of the semester/term.
- 4.2 The withdrawal from a unit/course shall be subject to the following:
  - (a) For applications received by the end of the first week, the student shall be refunded the full fees.
  - (b) For applications received between the end of the first week and the end of the fourth week, the refund shall only be 50% of the unit/course fees.
  - (c) For applications received after the end of the fourth week, there shall be no refund of fees.
- 4.3 Students who comply with the requirements of clauses 4.1 or 4.2 shall be recorded as having appropriately withdrawn from that course and their names shall be removed from the course lists.
- 4.4 A student who withdraws from the course after the end of the 7th week or does not undertake assessments shall be recorded as having failed the unit/course.
- 4.5 A student may be exempted from the requirements of 4.1, 4.2 and 4.4 on the recommendation of the Training Coordinator for the reason of ill health or other extenuating circumstances.

## **5.0 Payment of fees**

- 5.1 A student enrolled on a unit/course must pay the fees for the unit/course by the end of week 4 of the semester/term.
- 5.2 In the event a student is not able to pay the fees in full by the timeline specified in 5.1, the student must, in consultation with the finance manager, agree on a plan for the payment of fees in the duration of the semester/term.

## **6.0 Non payment of fees**

- 6.1 Immediately after the deadline for the payment of fees the institution shall cancel the registration of students who have failed to pay their tuition fees in full and who do not have an approved plan on the payment of fees.
- 6.2 A student whose registration has been cancelled in accordance with clause 6.1 shall not use any of the facilities of the institution or attend lectures, tutorials or laboratories from the date of cancellation of their registration.
- 6.3 A student may have his/her registration revalidated if within one month of the cancellation of the registration in accordance with clause 6.1 the student pays in full the:
  - (a) Tuition fees owed to the institution; and
  - (b) Fee for revalidation of their registration.
- 6.4 A student whose registration has been cancelled in accordance with clause 6.1 and who does not pay the fees in clause 6.3 within one month of the cancellation of the registration shall not be assessed for the course(s) in that semester/term.
- 6.5 A student whose registration has been cancelled in accordance with clause 6.1 and who does not pay the fees in clause 6.3 within one month of the cancellation of the registration shall not be permitted to register in a subsequent semester/term until he/she has paid the fees in clause 6.3 (a).



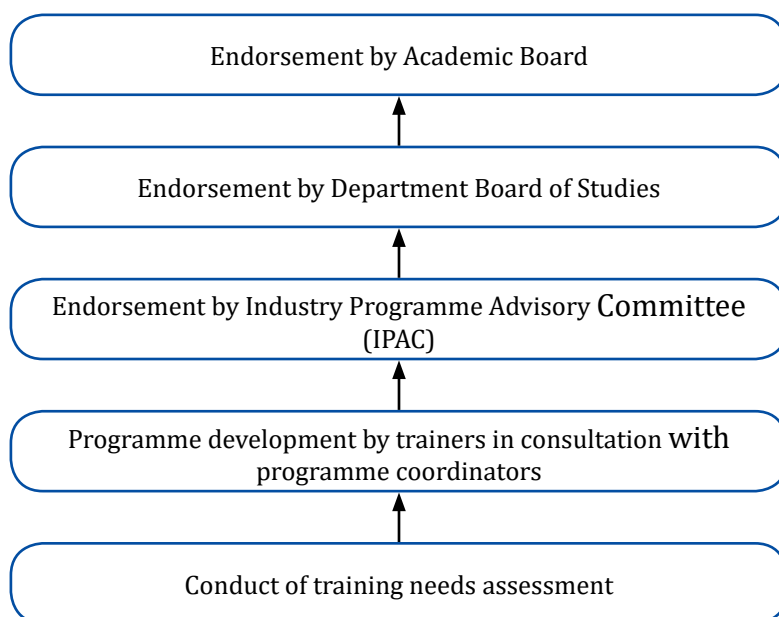
# Sample procedures on development, monitoring and review of qualifications

## NATIONAL INSTITUTE OF TECHNOLOGY

### PROCEDURES ON DEVELOPMENT, MONITORING AND REVIEW OF QUALIFICATIONS

#### **1.0 Development of qualifications**

The following procedure shall be complied with in the development of new qualifications:



#### **2.0 Monitoring and review of courses and qualifications**

- 2.1 The delivery of courses shall be monitored by the respective coordinator during the course of the semester.
- 2.2 Students studying a course shall have the opportunity to evaluate it at the end of the semester, and suggest amendments that could improve the course.
- 2.3 At the end of the delivery of a course, the course shall be reviewed internally by the course facilitators and the programme coordinator.
- 2.4 At the end of a semester, a report highlighting amendments that are necessary to the course shall be prepared.
- 2.5 The report referred to in clause 2.4 shall be considered by the respective IPAC for any proposed amendments to a course.
- 2.6 The changes to a course that are proposed by course facilitators and endorsed by IPAC shall only be considered approved after these have been endorsed by the Board of Studies and the Academic Board.

# Sample procedures for reporting and addressing cases of misconduct

## NATIONAL INSTITUTE OF TECHNOLOGY

### PROCEDURES FOR REPORTING AND ADDRESSING CASES OF MISCONDUCT

The procedures outlined in this document shall be complied with to report and resolve matters pertaining to misconduct. Misconduct for the purposes of this document shall mean academic misconduct on the part of the students or general misconduct, referring to unacceptable or improper behaviour, on the part of students or staff.

#### 1.0 What is academic misconduct?

Academic misconduct occurs where students use dishonest practices (such as cheating or plagiarism) in carrying out academic work (coursework, assignments or examinations). Minor academic offences are dealt with in the departments. Serious cases must be referred to the Disciplinary Committee.

All written work submitted for a course, except acknowledged quotations, must be expressed in the student's own words, with proper referencing of borrowed ideas. Students must not submit coursework that has been completed dishonestly using any of the dishonest practices described below.

Academic dishonesty includes plagiarism, collusion and cheating when preparing coursework, assignments or sitting an examination.

Where a staff member has reasonable grounds to believe that a student is guilty of academic dishonesty in coursework, assignments or examinations, one or more of the penalties detailed in section 3.0 may be imposed.

#### 1.1 Plagiarism

Plagiarism is the copying of another person's creative work and using it as one's own without explicitly giving credit to the original creator. Work copied without acknowledgement from a book, from another student's work, from the internet or from any other source is plagiarism.

Plagiarism includes the following:

- (a) Copying of the published or unpublished words of another writer without acknowledging the source using acceptable reference citation methods.
- (b) Lifting or cutting and pasting extracts without quotation marks or appropriate acknowledgement of sources.
- (c) The use of images, diagrams, photographs and material from printed materials or internet without acknowledgement.
- d) Copying part or all of another student's assignment, which refers to a piece of academic work submitted for assessment purposes for any course, in past or current years at any educational institution.

## **1.2 Collusion**

Collusion means working with someone else to deceive or mislead to gain an unfair academic advantage. It includes: submission of a paper that has been written by an author other than the author credited for that piece of writing; and facilitating or enabling another student to plagiarise in any way.

## **1.3 Cheating**

Cheating involves acting in any way that directly contradicts the explicit rules and guiding principles of that form of assessment. It applies in any form of assessment including short tests, quizzes, practicals, assignments, projects and final examinations.

Cheating includes:

- (a) Doing something unethical to gain an unfair or illicit academic advantage in an examination or assessment task.
- (b) Possessing, referring to or having access to any unauthorised written or printed matter during an examination or short test.
- (c) Using a cell phone to communicate with any other student or person inside or outside the examination venue.
- (d) Copying from another student in a test or examination.
- (e) Enabling another student to cheat in a test or examination.
- (f) Sitting or soliciting a person to sit a test or final examination in place of the student enrolled.
- (g) Manipulation of scores in tests or examination or in any other form of assessment.
- (h) Enabling another student in any or a combination of any of the above.

## **2.0 What is general misconduct?**

General misconduct is when a staff member's or student's behaviour is deemed unacceptable or improper. Examples of unacceptable or improper behaviour include:

- (a) Damaging property
- (b) Assaulting or attempting to assault (sexually or otherwise) a staff member or student
- (d) Consuming alcohol on campus without approval from the Director
- (e) Harassing a student or staff member
- (f) Behaving in a disorderly manner under the influence of alcohol
- (g) Falsifying an academic record
- (h) Bullying a student
- (i) Stealing
- (j) Buying stolen property
- (k) Forcefully entering premises which are out of bounds
- (l) Using abusive or insulting language or swearing at a person

## **3.0 Reporting cases of academic misconduct**

- 3.1 When a staff member suspects a student of plagiarism or collusion, or has found a student to be cheating in an examination or test, the staff member shall inform the Head of Department in writing.
- 3.2 For the purpose of giving effect to clause 3.1, the staff member shall fill the "Reporting Academic Misconduct" form and attach as evidence the material that was submitted for assessment or any other form of evidence.

- 3.3 Upon receipt of a report of a case of possible misconduct, the Head of Department shall carry out an investigation to ascertain if there is sufficient evidence to claim that the student is guilty of academic misconduct.
- 3.4 After the Head of Department has established that the student is most likely guilty of academic misconduct, the Head of Department shall report the matter to the Disciplinary Committee in writing.

#### **4.0 Reporting cases of general misconduct**

- 4.1 A student or staff member who wishes to lodge a complaint of unacceptable behaviour against another student or a member of staff shall file the complaint in writing.
- 4.2 For the purposes of giving effect to clause 4.1, all complaints on unacceptable behaviour shall be made on the form "Reporting General Misconduct", accompanied by evidence, if any.
- 4.3 The complaint shall be lodged with the Secretary of the Disciplinary Committee, within 7 days of the occurrence of the behaviour.

#### **5.0 Addressing issues of misconduct**

- 5.1 Upon receipt of a complaint or report on misconduct, the Disciplinary Committee shall:
- (a) inform the student or staff about the allegation against him/her;
  - (b) provide a copy of the evidence on the basis of which the allegation was made; and
  - (c) invite the student or staff member to respond to the allegation in writing within 10 days from the date of notification.
- 5.2 After the expiry of the 10-day period, the Disciplinary Committee shall convene its meeting to hear the allegation and make a decision.
- 5.3 The student or staff against whom the allegations have been made shall be allowed to be present in the Disciplinary Committee meeting to answer to and defend himself/herself against the allegations.
- 5.4 In the case of an allegation relating to general misconduct, the complainant shall have the right to appear before the Disciplinary Committee in person to present his/her case.
- 5.5 In the event the Committee requires additional information before a decision can be reached, the Committee may decide to reconvene at a date by which such information is received.
- 5.6 The decision of the Disciplinary Committee shall be relayed to the student concerned in writing within 5 days from the date the decision was made.

#### **6.0 Penalties for academic misconduct**

The penalties imposed for proven cases of academic misconduct vary. One or more of the following penalties, based on the seriousness of the case, may be imposed.

- (a) A written reprimand of the student.
- (b) Deduction of a certain number of marks, or lowering of the grade.
- (c) The requirement by the Head of Department that the student complete further work, or repeat work, for the course.
- (d) Deprivation of credit for a course, or for a component of assessment of the course, to

- which the academic misconduct relates.
- (e) Cancellation of any previously credited pass in a course associated with the offence.
- (f) Suspension of the student from studies from a specified duration of time.

## **7.0 Penalties for general misconduct**

The penalties imposed for proven cases of general misconduct vary. One or more of the following penalties, based on the seriousness of the case, may be imposed.

### **7.1 If the offender is a student:**

- (a) Requiring the student to apologise to the complainant
- (b) A written reprimand of the student
- (c) Issuance of a final warning letter
- (d) Suspension from studies/hostel for one or more terms/semesters
- (e) Expulsion from institution/hostel
- (f) Imposition of a fine.

### **7.2 If the offender is a member of staff:**

- (a) Requiring the staff member to apologise to the complainant
- (b) A written reprimand of the staff
- (c) Issuance of a final warning letter
- (d) Suspension for one or more terms/semesters
- (e) Demotion
- (f) Termination of appointment
- (g) Imposition of a fine.

## **8.0 Seeking review of decisions of the Disciplinary Committee**

A person who is not satisfied with the decision of the Disciplinary Committee may apply to the Appeals Committee for a review of the decision.





